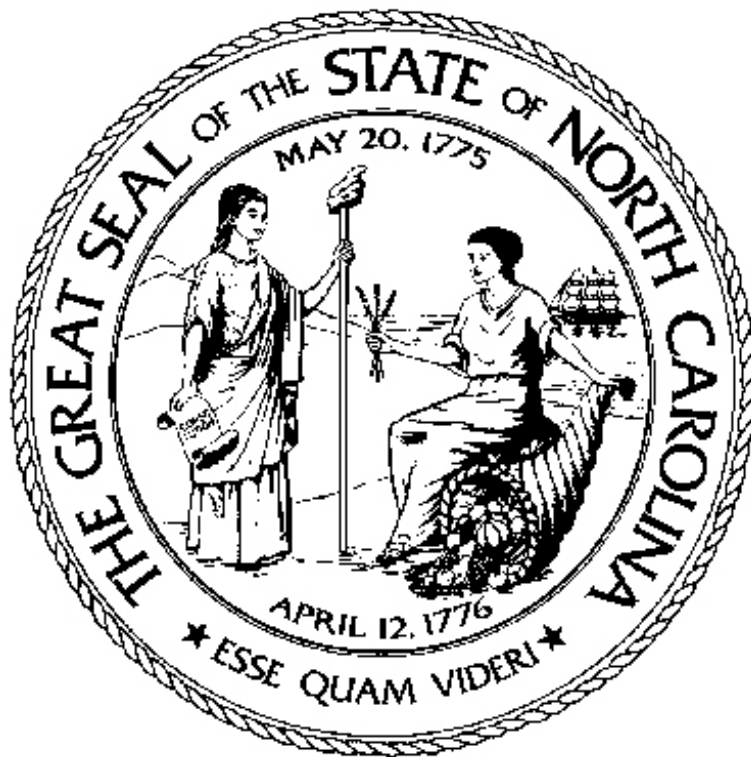


North Carolina's Revised State Plan For Highly Qualified Teachers



July 7, 2006

Table of Contents

The Context.....	1
Efforts to Comply with NCLB.....	5
Highly Qualified Teachers.....	7
Plan to Achieve 100% HQT	16
Equity Plan.....	18
Fiscal Resources.....	18
Human Resources	20
Failure to Meet AYP.....	22
LEA Equity Plans	23
Appendices	
A Reasons for Teacher Turnover.....	27
B Summary of Teacher Recruitment and Retention Initiatives.....	29
C Teacher Working Conditions Survey Sample Results.....	35
D Monitoring Protocol.....	39
E Title II Application Form.....	49
F HQT by LEA.....	62
G Sample School Level Data Used in Analysis	66

List of Tables

1	Summary of Teacher Recruitment and Retention Initiatives.....	2
2	Comparison of Teacher Characteristics Based on AYP Status and High Growth Status, 2004-05 Data.....	12
3	Comparison of Teacher Characteristics Based on Performance Composite Quartiles, 2004-05 Data.....	13
4	Manner by which Teachers have been designated HQT	14
5	Analysis of the 11% of Teachers Not Yet HQT	14

List of Figures

1	Sample North Carolina Teaching License	6
2	HQT by LEAs 2003	9
3	HQT by LEAs 2004	9
4	HQT by LEAS 2005	10
5	HQT by LEAs 2006	10
6	2004-05 Teacher Turnover by LEAs	11
7	2004-05 Lateral Entry Teachers by LEAs	11
8	Analysis of 11% Not HQT Teaching Assignments	15

North Carolina's Revised State Plan For Highly Qualified Teachers

THE CONTEXT

Like a number of other states, North Carolina has a teacher shortage. Each year, for the past decade, we have hired approximately 10,000 new teachers. Our 47 colleges and universities with approved teacher education programs produce approximately 3,300 candidates annually. Of these, approximately two-thirds begin teaching in North Carolina within a year of program completion. The remainder of new hires come from other states or through alternative route (lateral entry) programs.

North Carolina's need for teachers is a result of a growing student population, efforts to reduce class size, and teacher attrition. On an annual basis, school systems throughout the state report the reasons that teachers leave. Appendix A provides a summary of the reasons reported by school systems for the last five years. For the last several years, the number one reason reported by school systems for why teachers leave is to teach elsewhere, be it in another NC school system, a charter school, a private school, or another state. This is followed by retirement and family relocation. When the turnover reported by school systems is analyzed, and those teachers who remain in teaching in NC but in another system are excluded from the data, the number one reason for teacher turnover is retirement. Approximately 20% of teachers who left teaching in NC in the 2004-05 school year retired. We anticipate the need for teachers to continue to increase as significant numbers of the current teaching force are rapidly approaching retirement.

As part of their annual teacher turnover reports, school systems are also asked to identify the licensure areas for which it is most difficult to find teachers. Consistently, mathematics, science, and special education top the list and are reported by school systems across the state. Some school systems, particularly those in rural, low wealth areas, report difficulty even finding licensed elementary school teachers.

To address the need for teachers North Carolina has implemented a number of programs and services. These are summarized in Table 1 on the following page. A more detailed description of the recruitment and retention initiatives summarized in the table can be found in Appendix B.

In 2002, the State Board of Education authorized the establishment of three Regional Alternative Licensure Centers to facilitate the licensing of lateral entry teachers. The Centers, under the auspices of the Department of Public Instruction's Division of Human Resource Management, review transcripts and provide programs of study for lateral entry teachers. When individuals complete the programs of study and satisfy testing requirements, they are licensed by the state.

During the 2003-04 school year, the State Board of Education convened a select committee to study lateral entry programs and to recommend ways to facilitate the licensing of individuals seeking to enter the profession through alternative routes. The select committee was co-chaired by a member of the State Board of Education and the President of Bell South-North Carolina. The select committee generated 26 recommendations including the creation of an accelerated

Table 1

SUMMARY OF TEACHER RECRUITMENT AND RETENTION INITIATIVES

FINANCIAL INCENTIVES	PROGRAMS/SERVICES	LICENSURE POLICIES	SYSTEM-INITIATIVES	PROFESSIONAL DEVELOPMENT & SUPPORT
<ul style="list-style-type: none"> ▪ Prospective Teacher Scholarship Loan ▪ Teacher Assistant Scholarship Loan ▪ Teacher Assistant Scholarship Fund ▪ Teaching Fellows ▪ Principal Fellows ▪ ABC Bonuses ▪ DSSF and Low Wealth Funding ▪ In-state tuition ▪ Non-teaching work experience credit ▪ Support for National Board Certification ▪ Employment of retired teachers without loss of benefits ▪ Job Sharing Opportunities 	<ul style="list-style-type: none"> ▪ Troops to Teachers T3 ▪ Prezell R. Robinson Scholars ▪ Teacher Cadet (NCAE) ▪ NC TEACH ▪ www.teach4nc.org ▪ On-line application ▪ Job Vacancies ▪ Teachers-teachers.com ▪ Regional Alternative Licensure Centers 	<ul style="list-style-type: none"> ▪ Creation of alternative entry licensure routes through SB 1124 ▪ Revision of licensure policies to facilitate the licensing of fully licensed and highly qualified teachers from other states. ▪ Creation of accelerated track for lateral entry teachers with 5 years of relevant experience ▪ Assistant Principal Provisional License ▪ Validation of Expired Licenses ▪ High Objective Uniform State Standard of Evaluation (HOUSSE) 	<ul style="list-style-type: none"> ▪ Signing bonuses ▪ Weekend events ▪ Job Fairs ▪ Out-of-state recruitment ▪ Immediate contracts ▪ Home Grown Projects ▪ Working with local businesses to provide incentive packages (e.g., low-interest mortgage loans, waiver of utilities deposits, etc.) 	<ul style="list-style-type: none"> ▪ Three year induction program ▪ Paid mentors (for 2 years) ▪ 3 extra days for orientation ▪ Optimum working conditions for beginning teachers ▪ Salary increases, including 12% for National Board and 10% for master's degree ▪ Teacher of the Year ▪ Principal of the Year ▪ Milken Educators ▪ NCCAT/Teacher Academy

route for qualified individuals who have 5 or more years of relevant professional experience. To the extent possible, the State Board of Education has implemented the recommendations of the select committee.

During the 2004-05 school year, the State Board of Education convened a Task Force on Teacher Recruitment and Retention. The Task Force was chaired by the Vice Chairman of the State Board and included representative stakeholders. The Task Force generated 29 recommendations focused on:

- Teacher Working Conditions
- Teacher Leadership/Differentiated Roles
- Administrator Support and Accountability
- Enhancing the Image of the Profession/Barriers to Entering the Profession
- Teacher Preparation
- Beginning Teacher Induction, Support, and Mentoring
- Financial Incentives

To the extent possible, the State Board of Education has also implemented the recommendations of this Task Force.

Last fall, the State Board convened a select committee to study the recruitment, preparation, induction, continuing professional development, and evaluation of school administrators. It is expected that the committee's report will be presented to the State Board of Education this fall. In its deliberations, the committee has spent considerable time discussing the role of school administrators in recruiting, supporting, and retaining quality teachers.

Eight teachers on loan to the Department of Public Instruction are available to assist school systems in their recruitment efforts. In addition to other duties, the teachers on loan work with school systems to hold regional teacher fairs throughout the spring.

A marketing firm has just completed the preparation of a comprehensive plan to market teaching in North Carolina for the Department of Public Instruction and the State Board of Education. As part of the development process, the firm interviewed focus groups of high school students, teacher education majors, teachers, representatives of professional associations, and state leaders, as well as reviewing quantitative and qualitative research on teacher recruitment and retention. The plan will be presented to the State Board of Education within the next month.

In the belief that "teacher working conditions are student learning conditions," Governor Mike Easley has implemented a biennial statewide survey of Teacher Working Conditions. The survey has been incorporated into the State's continuation budget. Funds have been appropriated to support both the survey and associated research related to the findings. The findings have resulted in policy changes. For example, the evaluation of school administrators is now to include accountability for teacher retention, teacher support, and school climate.

The survey contains a series of questions related to time, facilities and resources, empowerment, leadership, and professional development. Results are reported at the state and district levels, and at the school level (if at least 40% of a school's staff responds to the survey). This spring,

75,000 teachers responded to the survey. Eighty-five percent (85%) of the schools in the State had at least a 40% response rate.

The North Carolina Business Committee for Education (NCBCE) assisted with publicity and provided incentives to encourage participation in the survey. Bell South-North Carolina provided funding to develop a tool kit to help schools use the results of the survey to address teacher working conditions. The Center for Teaching Quality and the North Carolina Teacher Academy provide technical assistance and training to schools in the use of results. The standards for the evaluations of school administrators are being revised to include use of the results of the Teacher Working Condition survey in evaluating administrators. It is expected that School Improvement Plans address teacher working conditions.

The results of the survey are available on-line at www.northcarolinatwc.org. Schools and school systems can also request the results in excel file format.

Appendix C contains a sample of the summary report provided at the school level on the website. A detailed report (available on the website, but not included in this report) provides a question by question comparison of responses at the district and school levels.

The Office of the Governor and the North Carolina General Assembly are acutely aware of the state's need for quality teachers. In addition to a salary increase at the beginning of the 2005-06 school year, teachers received an additional annualized increase during the school year. The 2006-07 budget includes an average salary increase of 8% for teachers, 2.5% more than other state employees will receive. Within the last year, the salary for beginning teachers has increased 10.5%, going from \$25,510 to \$28,510.

It is important to note that teachers and other school personnel in North Carolina are paid on a state salary schedule based on education level and experience. School systems are allotted teaching positions based on student enrollment, rather than dollar amounts. Because it is a position allotment, rather than a dollar amount, there is no incentive for systems to hire inexperienced teachers over experienced teachers.

The 2006-07 budget funds an additional 400 Prospective Teacher Scholarships and a pilot program to attract math and science teachers to schools where they are most needed. The pilot program will provide a salary supplement of \$15,000 for newly hired teachers of math and science at middle schools and high schools to be designated by the State Board of Education. In addition, the budget provides for the expansion of the Teaching Fellows Program to four additional sites.

The North Carolina Community College System, the University of North Carolina System, and the independent colleges and universities throughout the state are also working to address the teacher shortage. Institutions are offering courses during late afternoons, evenings, and weekends to increase accessibility for non-traditional students. With special funding from the North Carolina General Assembly, community colleges and UNC campuses have established 2+2 programs to make teacher preparation accessible to prospective teachers throughout the state. A number of the independent colleges and universities have also established 2+2

programs. The University System has received special funding to make courses available through distance learning, including internet courses. In addition, the budget contains a special provision directing the University of North Carolina System to develop a plan for enrollment growth in teacher education programs in response to the state's teacher shortage. As part of the annual Institutions of Higher Education (IHE) Performance Reports, colleges and universities are required to report on their efforts to support lateral entry teachers.

EFFORTS TO COMPLY WITH NCLB TEACHER QUALITY REQUIREMENTS

The State of North Carolina has been diligently working to comply with the requirements of No Child Left Behind related to teacher quality. State Board of Education licensure policies have been reviewed to ensure they are in compliance. The Board has acted to eliminate temporary permits (issued for individuals who had not yet satisfied testing requirements), provisional licenses, and emergency permits for core academic areas effective June 30, 2006. The Board has adopted policies to require teachers of core academic subjects to be highly qualified and Title I schools to provide the parental notification required by the law. Sample letters have been provided to school systems. The Board has adopted HOUSSEs for the core academic areas and training has been provided on the use of the HOUSSEs.

The Board has reviewed licensure policies to identify ways to facilitate the licensing of teachers and to remove barriers keeping teachers from entering the classroom while maintaining existing high standards. Changes have been made. For example, the Board recently approved a policy that allows teachers who are fully licensed and highly qualified in one teaching area to add another area by satisfying testing requirements for the area. The Board has established an appeals panel to consider requests from school systems on behalf of teachers who have been unable to fulfill licensing requirements that are Board policy (not state or federal law) due to extenuating circumstances. The panel is chaired by a member of the State Board of Education and comprised of practitioners from the public schools and higher education. It is the intention of the Board, after the appeals panel has been operational for a longer period of time, to identify trends in the policies from which exceptions are being requested and to consider modifications to the policies as appropriate.

Licensure records for all teachers have been updated to include the areas in which they are highly qualified and the means by which they have been designated highly qualified. This is printed on each license issued by the state. A sample license is shown in Figure 1.

Determination as to whether a teacher is highly qualified in the area(s) in which they are teaching is determined at the state level by comparing licensure records to reports submitted by school systems that identify the specific students and subjects to which teachers are assigned. A web-based system allows school systems to generate lists of teachers who are and teachers who are not highly qualified in their assignments. Department of Public Instruction staff have conducted regional meetings with personnel administrators and other system level staff to review the license areas required for teaching assignments and to ensure the accuracy of the data reported on teaching assignments.

Figure 1. Sample North Carolina Teaching License

09/05

STATE OF NORTH CAROLINA
STATE BOARD OF EDUCATION • DEPARTMENT OF PUBLIC INSTRUCTION

License

DATE ISSUED DATE EFFECTIVE

RENEWAL CYCLE DATE EXPIRES

THE PERSON NAMED HERE HAS COMPLETED A PROGRAM OF PREPARATION APPROVED BY THE STATE BOARD OF EDUCATION AND IS AWARDED THIS LICENSE TO SERVE IN THE SCHOOLS OF NORTH CAROLINA IN THE AREA(S) INDICATED. THIS LICENSE HAS BEEN ISSUED IN ACCORDANCE WITH STATE BOARD OF EDUCATION REGULATIONS

PROGRAM CODE/STATUS	HQ CODE	CODE/AREA	CLASS CODE	EXP.

Class Codes:

V	Non-Degree
A	Bachelor's level
M	Master's
S, AP, AS,	Sixth-year level
D, DP, DS	Doctorate level

Highly Qualified (HQ) status indicators, pursuant to PL107-110 (NCLB Act of 2001):

99 - Not Highly Qualified	86 - Highly Qualified based on Other State licensing test(s)
98 - Not Applicable for Non-Core Academic Areas	85 - Highly Qualified based on a graduate degree
97 - Highly Qualified not determined	84 - Highly Qualified based on master's level licensure or above
89 - Highly Qualified based on undergraduate academic major	83 - Highly Qualified based on NBPTS
88 - Highly Qualified based on coursework equivalent to an undergraduate major	82 - Highly Qualified based on NC HOSSE standard
87 - Highly Qualified based on NC licensing test(s)	81 - Highly Qualified based on Other State HOSSE standard

EACH LICENSE HOLDER IS RESPONSIBLE FOR KNOWING AND SATISFYING LICENSE RENEWAL REQUIREMENTS AND/OR ANY IDENTIFIED PROVISIONS OR DEFICIENCIES REQUIRED TO REISSUE HIS OR HER LICENSE

Jana St. Clair Atkinson
SUPERINTENDENT OF PUBLIC INSTRUCTION

STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
6365 MAIL SERVICE CENTER
RALEIGH, NORTH CAROLINA 27699-6365

A monitoring protocol has been developed and was piloted in two systems this spring. A copy is included in Appendix D. The protocol is being revised to include review of each system's equity plan. School system personnel have been provided training on the protocol and what is expected to be in place when the monitoring visit occurs. The Title II monitoring will occur as part of the state's consolidated monitoring program. Seventeen systems are scheduled for monitoring visits in the 2006-07 school year.

The Title II application has been revised to include the requirement of an equity plan to ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. A copy of the application is included in Appendix E.

Information on the percent of highly qualified teachers is included on the NC School Report Card for each school in the state. In addition, the Report Card also includes information on the number of teachers with advanced degrees, the number of teachers with 0-3, 4-10, and 10+ years of experience, retention of teachers at the school level, number of National Board Certified teachers, and results of the Teacher Working Conditions Survey. The Report Card is published on the Department of Public Instruction website. System level personnel are provided training

on the Report Card annually so that they can help answer any questions that parents may have. The Office of the Governor is involved in the annual design and release of the Report Card.

The Department of Public Instruction has made arrangements with the Educational Testing Service for a special administration of all Praxis exams required by the State on July 22, 2006. This special administration will provide teachers another opportunity to satisfy HQ requirements before the start of the 2006-07 school year.

HIGHLY QUALIFIED TEACHERS

School systems throughout the State have been diligently working toward the June 30, 2006 deadline. Appendix F contains information on the HQT percentages for school systems since the first year data was reported. The 2006 data represents the preliminary data generated in April. We anticipate that the percentage of HQT will increase as the Licensure Section of the Department of Public Instruction received hundreds of HOUSSE evaluations during the last two weeks of June.

The maps on the following pages (Figures 2 – 5) reflect the percentages of HQT in each LEA since the first year data was reported. Maps are also provided to show the teacher turnover (Figure 7) and number of lateral entry teachers by school systems in the 2004-05 school year (figure 8). (Turnover data and lateral entry data for the 2005-06 school year will not be generated until the end of July).

We have analyzed the HQT data, as well as data on years of experience, school level retention, type of license, and number of National Board Certified teachers, based on whether or not schools made AYP, whether or not schools made high growth, and school performance composites using the 2004-05 school year. AYP and other performance data for the 2005-06 school year will not be available until later in July. The analyses are summarized in Tables 2 and 3. (Note: Totals may not add to 100% because of rounding.) In the case of license types, several types of licenses with smaller numbers of holders (e.g., Visiting International Faculty) were not included in the analysis. Definitions of some terms used in the table follow.

A continuing license is a full state license that is renewable every five years.

An initial license is the first license an individual who has completed an approved teacher education receives. It is valid for three years. At the end of the third year, if the individual is not recommended for a continuing license, he/she is not eligible to continue teaching in NC.

A provisional license is issued to an individual who holds a clear license in one or more subject areas and is assigned to teach a subject in which he/she is not licensed. A teacher on a provisional license must complete coursework annually to continue to have the license.

A lateral entry license is issued to an individual with at least a baccalaureate degree from a regionally accredited institution who has not completed an approved teacher education program. This is an alternate route license. The holder is required to complete coursework annually to be eligible to continue to have the license. All requirements for the license must be completed within three years.

Performance Composites represent the percent of students performing at or above grade level in subjects and courses included in the State's accountability model.

Appendix G contains samples of the school level data that was analyzed. The data for all schools was not included because of the length. It can be provided if needed.

As reflected in Table 2, 90% of teachers in schools that made AYP meet the federal definition of highly qualified; 86% of teachers in schools that did not make AYP meet the federal definition of highly qualified.

Where more significant differences are found is in the percent of lateral entry teachers (who meet the federal definition of highly qualified). Four percent of the teachers in schools that made AYP were lateral entry as compared to eight percent in schools that did not make AYP. Only three percent of the teachers in the top quartile of schools in terms of performance composites were lateral entry as compared to eleven percent of the teachers in the bottom quartile of schools. Because lateral entry teachers are typically employed when other licensed teachers cannot be found, this may reflect the difficulty some schools have in attracting teachers.

We have also analyzed the HQT data in terms of the bases on which teachers have been designated HQT, why teachers are not HQT, and the areas in which not HQT teachers are assigned. (Note: We have this data at the school level.) This analysis is represented in Tables 4 and 5 and Figure 8. The analysis is based on the most current preliminary data that we have, which is changing daily based on LEA submission of HOUSSE forms, receipt of test scores, and other documentation that a teacher is HQT. The most current data reflects that 89% of teachers are HQT.

Based on our analyses of data and discussions with personnel administrators across the State, the greatest challenges North Carolina faces in achieving 100% HQT are in the areas of exceptional children's teachers, middle grades teachers (especially in block situations where the teacher is teaching two subject areas), and in areas of the State that traditionally have experienced difficulty in recruiting and retaining teachers.

Figure 2. HQT by LEAs 2003

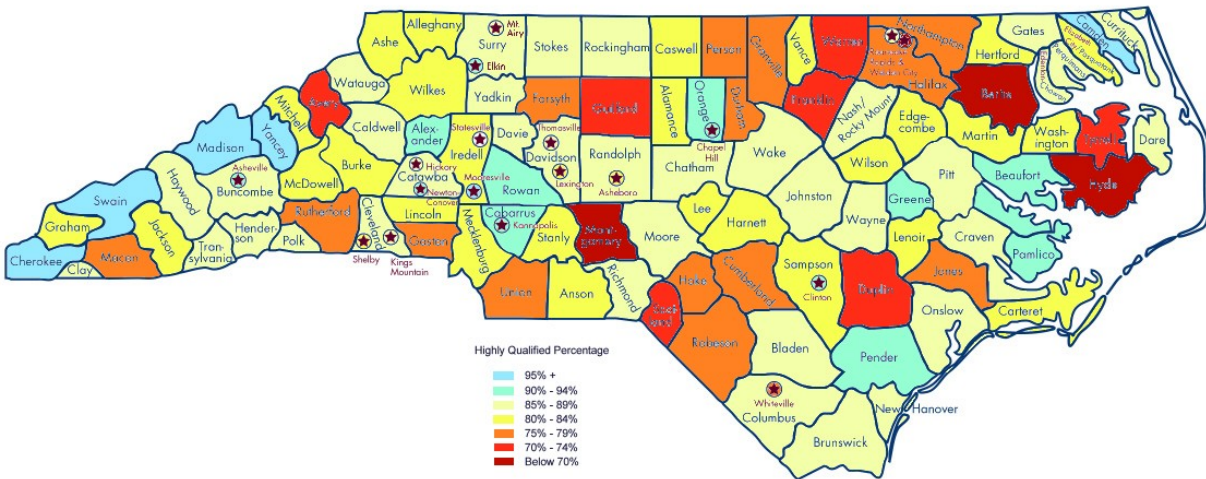
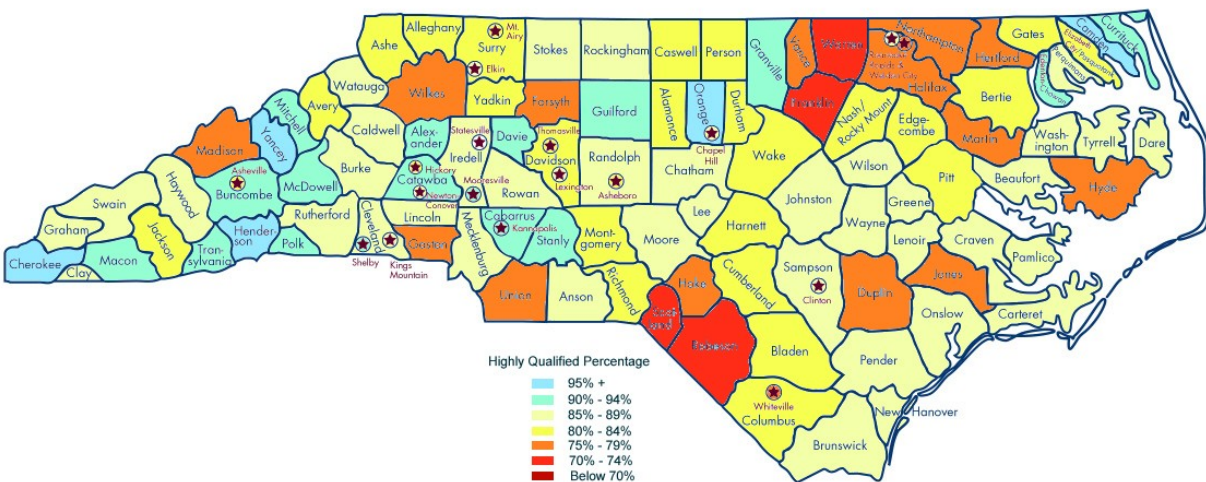


Figure 3. HQT by LEAs 2004



Highly Qualified Percentage

- 95% +
- 90% - 94%
- 85% - 89%
- 80% - 84%
- 75% - 79%
- 70% - 74%
- Below 70%

Highly Qualified Percentage

- 95% +
- 90% - 94%
- 85% - 89%
- 80% - 84%
- 75% - 79%
- 70% - 74%
- Below 70%

Figure 6. 2004-05 Teacher Turnover by LEAs

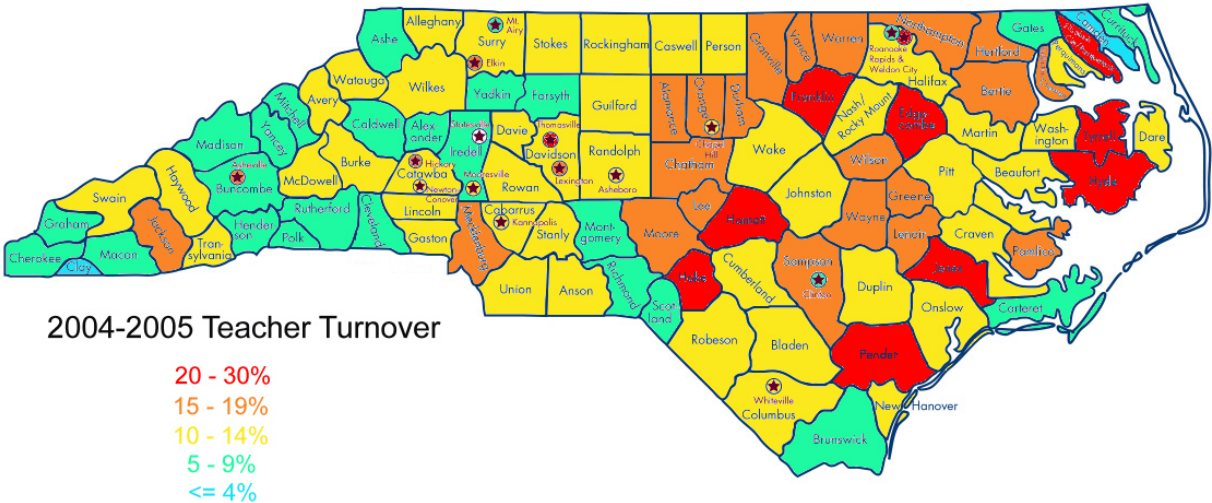


Figure 7. 2004-05 Lateral Entry Teachers by LEAs

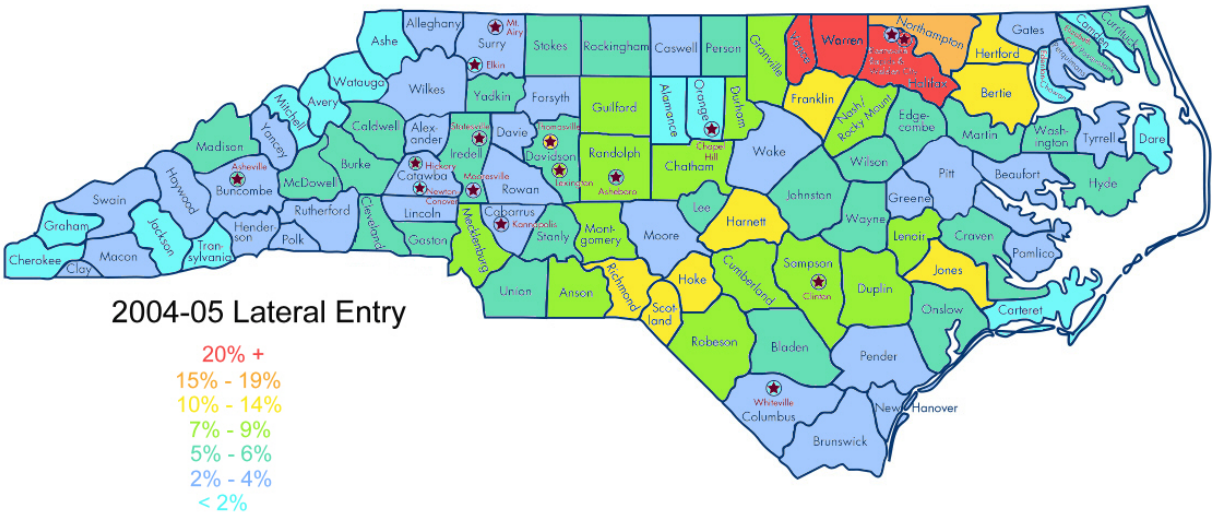


Table 2
Comparison of Teacher Characteristics Based on AYP Status and High Growth Status
2004-05 Data

	School Made AYP	School Did Not Make AYP	School Made High Growth	School Did Not Make High Growth
% HQT	90%	86%	89%	88%
% of Teachers with 0-3 Years Experience	22%	25%	21%	24%
% of Teachers with 4-10 Years Experience	27%	27%	27%	27%
% of Teachers with 10+ Years of Experience	51%	48%	51%	49%
School Level Retention	81%	78%	81%	79%
% National Board Certified Teachers	9%	7%	10%	8%
% Continuing Licenses	74%	69%	74%	71%
% Initial Licenses	14%	13%	13%	14%
% Provisional Licenses	4%	5%	4%	4%
% Lateral Entry Licenses	4%	8%	5%	6%

Table 3
Comparison of Teacher Characteristics Based on Performance Composite Quartiles
2004-05 Data

	Quartile 1 > 90.4%	Quartile 2 84.7 – 90.3%	Quartile 3 78.5 – 84.6%	Quartile 4 < 78.4%
% HQT	91%	89%	87%	85%
% of Teachers with 0-3 Years Experience	20%	22%	25%	27%
% of Teachers with 4-10 Years Experience	28%	28%	26%	25%
% of Teachers with 10+ Years of Experience	51%	51%	49%	48%
School Level Retention	82%	82%	79%	76%
% National Board Certified Teachers	11%	9%	8%	6%
% Continuing Licenses	77%	74%	70%	65%
% Initial Licenses	14%	14%	14%	13%
% Provisional Licenses	4%	4%	4%	5%
% Lateral Entry Licenses	3%	4%	7%	11%

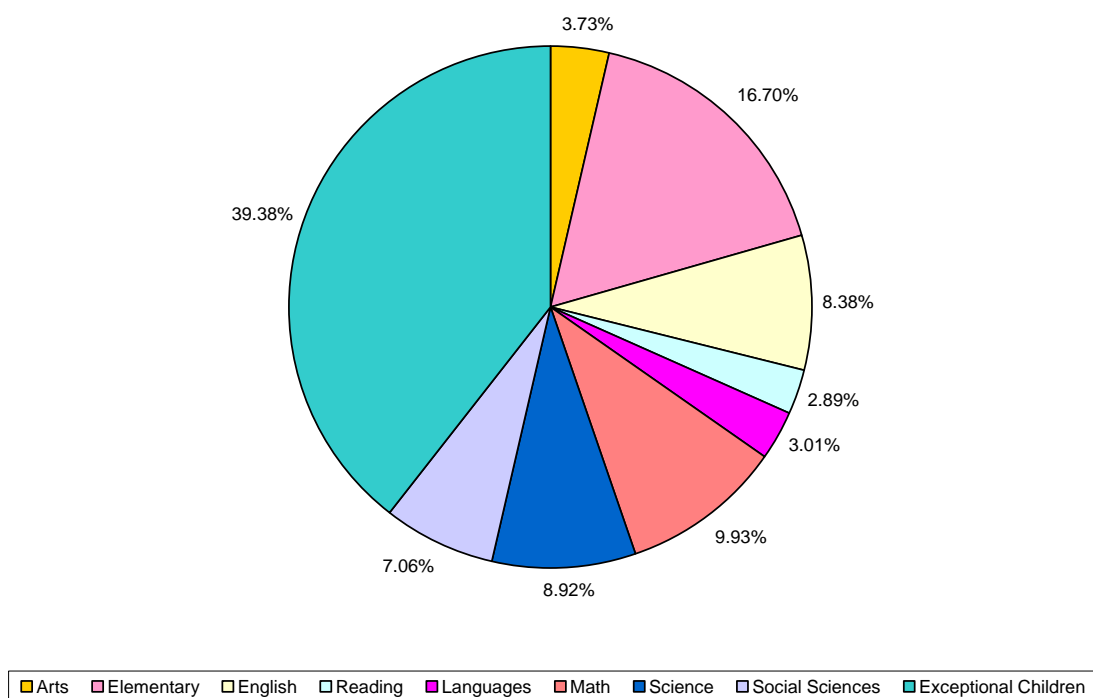
Table 4
Manner by which Teachers have been designated HQT

HQT based on an undergraduate academic major	4.24%
HQT based on coursework equivalent to an undergraduate major	16.64%
HQT based on NC's testing requirements	61.05%
HQT based on another state's licensing test	3.39%
HQT based on graduate degree	0.11%
HQT based on master's level license or above	5.76%
HQT based on National Board Certification	3.30%
HQT based on NC HOUSSE	5.47%
HQT based on another state's HOUSSE standard	0.02%
HQT based on another state's certification	0.02%

Table 5
Analysis of the 11% of Teachers Not Yet HQT

Full State License, but not yet HQ	17%
HQ, but not yet a full state license	4%
Not full license, and not yet HQ	6%
Not appropriately licensed and not HQ	72%

Figure 8. Analysis of 11% Not HQT Teaching Assignments



PLAN TO ACHIEVE 100% HQT

To achieve the 100% HQT requirement, North Carolina will implement the following actions.

1. At the current time, the Licensure Section is processing HOUSSSE evaluations, test scores, and other data submitted by school systems at the end of the 2005-06 school year. This data will be used to update the HQT status of teachers. Once the data is finalized for the 2005-06 school year, we will re-analyze the HQT data in terms of AYP status, high growth status, performance composites, why teachers are not HQT, and the areas in which teachers are not HQT. This will be completed in September 2006 and presented to the State Board of Education. School systems not achieving 100% will be required to submit updated plans of how they plan to achieve 100% by the end of the 2006-07 school year.
2. State laws do not allow individuals who are not licensed to be paid with State funds. State Board of Education licensure policies prohibit temporary permits, provisional licenses, and emergency permits to be issued for core academic areas effective June 30, 2006. If granted the extension and approved by the US Department of Education, a proposal will be taken to the State Board of Education to allow the issuance of temporary permits and provisional licenses for the 2006-07 school year at the request of the school system provided that with the request the system submits:
 - a. A description of its efforts to find an HQ teacher for the position;
 - b. A description of the impact if it is not allowed to employ the individual (e.g. a substitute teacher would be hired for the class);
 - c. Evidence the system is ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children; and
 - d. An action plan describing how the system will ensure that the teacher becomes HQT as quickly as possible.

The request would need original signatures of both the superintendent and the local board chair.

Beyond the 2006-07 school year, school systems would be required to petition the State Board of Education for permission to employ individuals who are not yet HQT. In its petition, the local school system will be required to provide the following:

- a. A description of its efforts to find an HQ teacher for the position
- b. A description of the impact if it is not allowed to employ the individual (e.g. a substitute teacher would be hired for the class)
- c. Evidence the system is ensuring that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children; and
- d. An action plan describing how the system will ensure that the teacher becomes HQT as quickly as possible.

The petition would need original signatures of both the superintendent and the local board chair. The petition would be considered by the Licensure Appeals Panel of the State Board of Education. The panel's recommendation would be presented to the State Board of Education who will approve or deny the petition. The State Board of Education may require the system to notify parents even if it is not a Title I school.

3. School systems will be monitored as part of the State's consolidated monitoring process. As part of the monitoring process, the implementation of equity plans will be assessed.
 4. Technical assistance visits will be available to all school systems. They will be required for any system whose HQT percent is less than the state average.
 5. The State will use Title II funds to develop and deliver professional development for not HQ teachers and for teachers in schools not making AYP. The funds will also be used to support turnaround teams as described in the equity plan.
 6. The State will adopt new tests for Exceptional Children's teachers to facilitate their HQT status in content areas. This will be completed by December 2006.
 7. The State will allow teachers who were eligible to complete the HOUSSE evaluation in the 2005-06 school year, but were unable to do so, to complete the HOUSSE in the 2006-07 school year. Other teachers, as allowed by the US Department of Education, will be allowed to use the HOUSSE in 2006-07.
 8. The Department of Public Instruction will identify and disseminate information from school systems on best practices for achieving 100% HQT. This will be completed by October 2006.
 9. In September, when the Annual Teacher Turnover Report is presented to the State Board of Education, the Board will be asked to require LEAs whose turnover exceeds the state average to submit plans for how they will reduce teacher turnover. The plan will have to include use of the results of the Teacher Working Conditions Survey.
 10. The State will work with the community college system and institutions of higher education to continue to expand accessibility to teacher preparation programs.
 11. LEAs will be accountable to the State Board of Education on an annual basis for use of its Disadvantaged Student Supplemental Funding to recruit and retain HQT.
 12. Systems not at 100% HQT by June 30, 2007 will be required to work with the State to determine how to best use Title II funds to achieve 100% HQT as quickly as possible.
 13. The elements of the equity plan described in the following section will be implemented.
-

ENSURING THAT POOR OR MINORITY CHILDREN ARE NOT TAUGHT BY INEXPERIENCED, UNQUALIFIED, OR OUT-OF-FIELD TEACHERS AT HIGHER RATES THAN ARE OTHER CHILDREN

The State of North Carolina is committed to providing ALL children with a quality education. State leaders understand that this will require both human and fiscal resources and have already implemented actions toward this end. The budget just passed by the General Assembly represents the largest infusion of new program resource funding in two decades. It includes \$175.6 million in low wealth funding and \$333 million in salary increases for those on the State teacher salary schedule.

FISCAL RESOURCES

In addition to allotments provided to all systems based on average daily membership, the State has provided the following funding for LEAs.

Low Wealth Supplemental Funding

\$133,244,938 in FY 2005-06
\$175.6 million in FY 2006-07

PURPOSE: To provide supplemental funds in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement.

ELIGIBILITY: Eligible LEAs are those located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. 83 of 115 LEAs qualify for this funding.

Funds allotted for a Low Wealth Supplement must be expended only for:

- Instructional positions
- Substitutes
- Instructional support positions
- Teacher assistant positions
- Clerical positions
- Overtime pay
- Instructional equipment
- Instructional supplies and materials
- Staff development
- Fringe benefits
- Textbooks
- Supplements for instructional personnel and instructional support personnel

Disadvantaged Students Supplemental Funding

\$22,539,242 in FY 2005-06

\$49 million in FY 2006-07

PURPOSE: To address the capacity needs of local school administrative units to meet the needs of disadvantaged students.

ELIGIBILITY: Identify “community” variables that are related to student performance. Combine the following variables into an index that weights each variable based on its correlation with low student performance (other variables were considered; however, only variables with the most substantial correlation with low student performance were included).

- Percentage of students living in a single parent family
- Percentage of students eligible for federal ESEA Title I
- Percentage of students who have at least one parent with less than a high school diploma.

The resulting composite index ranks LEAs according to the concentration of the community variables for that LEA when compared to all other LEAs.

Each LEA (all 115 qualify for the funding) will complete and submit to the State Board of Education an Action Plan and an accompanying Budget Plan. These documents should reflect the strategies to be implemented and how the additional funds received will support the designated strategies. Plans should be reviewed by the local board of education prior to submission to the State Board. Upon approval by the State Board, funds will be released to the LEAs. The three areas of focus that LEAs should address in their plans are

- recruiting and retaining teachers (using the Teacher Working Conditions Survey as a tool),
- class size reduction, and
- Personalized Education Program development and implementation.

Improving Student Accountability Funding

\$35,784,350 in FY 2005-06

\$35,784,350 in FY 2005-06

PURPOSE: To improve the academic performance of students who are performing at Level I or II (below grade level) on either reading or mathematics end-of-grade tests in grades 3-8, students who are performing at Level I or II on the writing tests in grades 4 and 7, and students who are performing at Level I or II on the high school end-of-course tests.

ELIGIBILITY: Each LEA is entitled to funding. To remain eligible for funds appropriated for Improving Student Accountability, local school administrative units must submit a report to the State Board of Education by October 31, of each year detailing the expenditure of the funds and the impact of these funds on student achievement. (SB 622, Section 7.61(b))

FORMULAS: Each LEA will receive funding based on the number of students who score at Level I or Level II on either reading or mathematics end-of-grade tests in grades 3-8.

Can Be Used For: The priority uses of the funds appropriated in this category shall be to

- a. provide instructional positions or instructional support positions and/or professional development;
 - b. provide intensive in-school and/or after-school remediation; and
 - c. purchase diagnostic software and progress monitoring tools.
- (SB 622, Section 7.61(a))

NC Virtual Public School

The 2006-07 budget includes funding for the North Carolina Virtual Public School. A director was employed and began work earlier this year. Through the NC Virtual Public School all e-learning opportunities offered by State-funded entities to public school students are to be consolidated. The Director, who reports to the State Board of Education, is charged with ensuring that course quality standards are established and met. A report on the proposed consolidation and operating plan for 2007-08 is due to the Joint Legislative Education Oversight Committee, the Office of State Budget and Management, and the Fiscal Research Division of the General Assembly by January 15, 2007 with a final report due by June 30, 2007. A special provision of the budget bill requires that the director prioritize e-learning offerings for students residing in rural and low-wealth county LEAs and that priority be given to offering courses necessary for high school graduation and then Advanced Placement offerings otherwise not available.

Last Mile Connectivity

The General Assembly has provided \$6 million for “last mile” connectivity to ensure that students in schools throughout the state have access to e-learning opportunities. Funds not expended by June 30, 2007 are to be carried forward to the 2007-08 school year.

HUMAN RESOURCES

The 2006-07 budget authorizes the State Board of Education to use funds appropriated to the Department of Public Instruction and the State Public School Fund to establish a consolidated, comprehensive program through which to provide assistance to low-performing schools.

School Improvement Teams

The School-Based Management and Accountability Act of 1995 authorized the selection and training of State Assistance Team members to serve schools designated by the State Board of Education as low-performing. Under the program, assistance teams are provided to support and guide low-performing schools. The teams remain at the school for an entire school year and provide services on a daily basis. Their work involves completing a needs assessment that includes the evaluation of certified staff members.

The State Assistance Team Program has subsequently been expanded to provide assistance to school systems. During the 2005-06 school year, 16 school systems were served by the LEA Assistance Program (LEAAP). LEAAP is designed to provide varying degrees of support, guidance, and services to LEAs. The level of service is determined by the performance of the district in the State and NCLB Accountability Programs. The primary aims of the program are to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth. Services and assistance provided to LEAs by the Department of Public Instruction will be extended and reinforced by (a) encouraging and promoting the partnering of LEAs to share best practices, program, and strategies; (b) clustering the LEAs located in close proximity that have similar needs and demographics; and (c) calling upon partners such as the UNC Center for School Leadership Development.

Under LEAAP, districts receiving Disadvantaged Student Supplemental Funding were provided targets to be addressed and a menu of options from which to choose research-based strategies to improve student performance. The primary foci of the districts were teacher recruitment and retention and reduction in the number of students scoring below grade level. LEAAP team members were assigned to work with local teams, established by the LEA superintendents. Their responsibilities included monitoring implementation of the action plans developed with the districts.

Turn Around Teams for Low-Performing High Schools

At the direction of the Governor, the State is providing “Turn Around Teams” for at least 44 low-performing high schools. Turnaround Teams have been fielded to assist the 44 high schools identified as low performing and to identify key findings for action. From data collected during this process both commonly held needs and site specific needs were identified. Commonly held needs are addressed within this plan, and site specific needs are identified in the Turnaround Teams reports on each individual high school. Each school received a process variation analysis of its data as part of its individual report.

The forty-four schools will be monitored and provided assistance to address student achievement through a Framework for Immediate Action. To monitor the development and implementation of the Framework for Immediate Action each school will be assigned a leadership facilitator with the following oversight responsibilities:

- Ensure that a Framework for Immediate Action to address needs of students is immediately in place.
- Ensure there are clear actions steps that will result in implementation of the plan.
- Monitor the implementation of the plan and resulting student outcomes.
- Provide support through brokering services and counsel.
- Assist in developing a technology plan that supports 21st century teaching and learning.
- Work with district leadership to remove barriers to school success and to build the capacity for sustained improvement (i.e., policy issues, resource allocation, personnel decisions, and professional development.)

The leadership facilitator will be assigned to the school for a period of three years. Leadership facilitators will be vetted to match needs of individual schools.

The Principals' Executive Program (PEP) and The UNC Kenan Flagler School of Business received \$250,000 funding to develop a year-long program of training that complements the Department of Public Instruction's plan for the schools. The training sessions will be spread across the 2006-07 school year beginning with two weeks of summer training in July and August. The first session will begin July 18-21, 2006. Principals and two additional persons from each school will be expected to participate in professional development. As a result of this year of training, two long-range plans for the school will be developed -- a business plan and an instructional plan. Implementation of those plans will begin with the 2007-2008 school year replacing the Framework for Immediate Action.

Training for teachers in content, methodology, interpersonal relationships, and use of technology to support 21st century teaching and learning will be offered beginning in the summer of 2006. The Department of Public Instruction and districts will partner with entities whose resources and programs enrich professional development opportunities appropriate for each school.

The 44 schools will be required to affiliate with a research-based high school redesign effort which will lead to substantive reform. Schools will be required to establish a professional learning community.

Success of a high school is the responsibility of the LEA which establishes the policies and resources governing school operation. The State Board of Education and State Superintendent will work with the local boards and superintendent to

- Review policies and statutes that impede student achievement
- Establish a sense of urgency for immediate school improvement
- Obtain the commitment of local education and community leaders
- Establish accountability for local superintendent and Board of Education
- Leverage partners for support (i.e., New Schools Project, Principals' Executive Program, Kenan-Flagler School of Business, NC Model Teacher Consortium, Teacher Academy, etc.).

FAILURE TO MEET AYP

Under the No Child Left Behind Act of 2001 (NCLB), districts that fail to make Adequate Yearly Progress (AYP) for two consecutive years enter LEA (Local Education Agency) Improvement. Adjustments approved by the State Board of Education and the U.S. Department of Education for North Carolina require that LEAs that miss any target - not necessarily the same target - in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years, enter District Improvement status.

NCLB also requires that districts must make AYP for two consecutive years in order to exit "District Improvement." Adjustments made for North Carolina allow an LEA to make all targets in any of the three grade spans in the subject identified for District Improvement for two consecutive years (does not have to be the same grade span) in order to exit improvement status.

Corrective Action

The State Board of Education has adopted a policy that specifies if the district does not make all targets in any one of the three grade spans (not necessarily the same grade span) in the same subject identified for district improvement for two additional (not necessarily consecutive) years, the State Board of Education (SBE), in collaboration with LEA representatives, shall

1. inform parents of the district's status; and
2. institute Corrective Action, including one or more of the following:
 - a. Defer program funds or reduce administrative funds;
 - b. Align instruction with and fully implement the *North Carolina Standard of Course of Study*, including providing appropriate professional development;
 - c. Replace LEA personnel if the SBE determines that such action is necessary to allow the LEA to make AYP;
 - d. Remove a school from the jurisdiction of the LEA and establish an alternate governance structure for the school;
 - e. Dissolve the local board of education and establish an alternate governance structure to oversee the school district;
 - f. Restructure the LEA.

The SBE may delay corrective action if:

1. the LEA makes AYP for one year during the time the LEA is in District Improvement; or
2. the failure to make AYP is due to exceptional circumstances beyond the control of the LEA.

LEA EQUITY PLANS

As part of the Title II application process for the 2006-07 school years, LEAs are required to submit an equity plan for how they will ensure that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. They have also been required to provide information on the HQT status in schools not meeting AYP and the steps they will take to assure that these schools have strategies in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible. (Please see Appendix E pages 57-58.)

Summary of Actions to be Taken to Achieve 100% HQT

Action	Timeline	Measurable Objective	Outcome
1. Update Analysis of HQT Data	To be completed in September 2006	Updated analysis will be presented to the SBE	
2. LEAs not achieving 100% HQT will be required to submit updated plans of how they will achieve 100% HQT by the end of the 2006-07 school year.	Plans will be due by November 1, 2006	Number/percent of LEAs submitting updated plans	
3. SBE will be asked to allow issuance of temporary permits and provisional licenses under the extension (if allowable by USDOE)	September 2006 SBE meeting	Proposal taken to the SBE	
4. SEA will monitor LEA compliance under the consolidated monitoring plan	September 2006 – May 2007	Number of LEAs monitored	
5. SEA will make Technical Assistance Visits available to LEAs; LEAs with HQT % below state average will be required to have a technical assistance visit.	October 2006 – May 2007	Number of Technical Assistance visits completed	
6. Title II funds will be used for development and delivery of professional development and turnaround teams	On-going	% of SEA Title II funds used for professional development	
7. New EC tests adopted	To be completed by December 2006	Proposed new EC tests adopted by the SBE	

Action	Timeline	Measurable Objective	Outcome
8. Completion of HOUSSE evaluations of eligible teachers	July 2006 – June 2007	Number of teachers designated HQT based on HOUSSE assessments	
9. Identification and dissemination of system level best practices for achieving 100% HQT	To be completed by October 2006	Materials to be disseminated to LEAs and posted on the DPI website	
10. Proposal to the SBE to require LEAs with teacher turnover greater than the State average to submit plans for reducing turnover	The annual Teacher Turnover Report goes to the SBE in September and October.	Proposal taken to the SBE; if approved, percent of LEAs submitting required plans	
11. SBE and DPI to work with community colleges and IHEs to expand accessibility to teacher education programs	On-going	Decrease in the number/percentage of alternative route teachers who cannot find needed coursework Increase in the number of individuals completing approved teacher education programs	
12. LEAs accountable to the SBE for DSSF funding to recruit and retain HQT	Annually	Number of LEAs receiving approval of their DSSF plans	
13. LEAs not achieving 100% HQT by June 30, 2007 work with State to determine how to best use Title II funds for 2007-08 school year	June 2007	Number of LEAs not making 199% HQT receiving approval of Title II application for 2007-08 school year	
14. Elements of Equity Plan to be Implemented	On-going	Improvement in Student Achievement and Increase in % of Teachers HQT	

Elements of Equity Plan

Element	Timeline	Measurable Objective	Outcome
LEA Equity Plans	Plans were due June 30, 2006	Number/percent of Title II applications including acceptable equity plans	
Fiscal Resources	The 2006-07 State budget has been approved by the General Assembly	Number of LEAs receiving DSSF and Low Wealth funding Resources budgeted to support DSSF and low wealth programs	
Human Resources	On-going	Number of Schools/Districts/ Teachers Served by Turnaround, LEAAP, or other assistance teams Number of teachers participating in professional development supported by State Title II funds	
Corrective Actions	The SBE approved the policy in June 2006.	Corrective actions taken based on AYP.	

Appendix A
Reasons for Teacher Turnover

Reasons for Teacher Turnover
2000-2005
(in descending rank order)

RANK	2000-2001	2001-2002	2002-2003	2003-2004	2004-05
1	To teach elsewhere (in NC, a charter school, a private school, or another state)	Retired	To teach elsewhere (in NC, a charter school, a private school, or another state)	To teach elsewhere (in NC, a charter school, a private school, or another state)	To teach elsewhere (in NC, a charter school, a private school, or another state)
2	Retired	To teach elsewhere	Retired	Retired	Retired
3	Other/Unknown Reasons	Family Relocation	Family Relocation	Family Relocation	Family Relocation
4	Family Relocation	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons	Other/Unknown Reasons
5	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family Responsibilities/ childcare	Family responsibilities/childcare
6	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Dissatisfied with teaching/career change	Re-employed retired teacher resigned
7	End of Contract	Non-renewed/ probationary contract ended	Didn't obtain/maintain license	End of Contract	Career Change
8	Employed, but in a non-teaching position	Didn't obtain/maintain license	Re-employed retired teacher resigned	Re-employed retired teacher resigned	Dissatisfied with teaching
9	Didn't obtain/maintain license	Employed, but in a non-teaching position	Non-Renewal (Probationary contract ended)	To continue education/sabbatical	End of Contract
10	To continue education/ sabbatical	End of Contract	End of Contract	Didn't obtain/maintain license	To continue education/ sabbatical
11	Non-Renewal (Probationary contract ended)	To continue education/ sabbatical	Health/Disability	Non-Renewal (Probationary Contract ended)	Didn't obtain/maintain license
12	Health/Disability	Health/Disability	Employed, but in a non-teaching position	Health/Disability	Health/Disability
13	Dismissed	Dismissed	Resigned in lieu of dismissal	Moved to non-teaching position in education	Non-Renewal (Probationary Contract ended)
14	Deceased	Deceased	Moved to non-teaching position in Education	Resigned in lieu of dismissal	Resigned in lieu of dismissal
15	Reduction in Force	Reduction in Force	Deceased	Deceased	End of VIF term

Appendix B

Summary of Teacher Recruitment and Retention Initiatives

TEACHER RECRUITMENT AND RETENTION INITIATIVES IN NORTH CAROLINA

FINANCIAL INCENTIVES

Prospective Teacher Scholarship Loan (PTSL)

\$2500 per year to attend a 4 year institution, \$900 per year to attend a community college in a program qualifying for transfer to a approved university program leading to licensure. Requires full-time study. Payback waived with four years teaching in a North Carolina public school, or three years teaching in a school system designated low-performing. An additional \$1 million for 400 additional Prospective Teacher Scholarships was appropriated in the 2006-07 budget.

Teacher Assistant Scholarship Loans (TASL)

\$3500 annually for study at a community college leading to transfer to a four year institution to pursue teacher licensure. Funded by General Assembly. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Obligated to teach one year in a North Carolina public school for each year of assistance received. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students.

\$1200 annually for study at a community college to obtain an Associate Degree in early childhood or a two-year degree in a relevant area from a NC Community College.

Teacher Assistant Scholarship Fund (TASF)

\$4800 annually for study at a four year institution to pursue teacher licensure. Funded by General Assembly; administered by the State Education Assistance Authority. Eligibility of one year NC experience as teacher assistant, currently employed as teacher assistant in North Carolina. Teacher assistants remain employed full-time, except in the student teaching semester, and enroll in courses as part-time students. No obligation to teach in North Carolina is associated with this scholarship.

Teaching Fellows

\$6,500 per year to each recipient. 500 new participants (high school seniors) are selected each year, for a total of 1600 (freshman through senior years) students. Students attend designated public and private colleges and universities. Supplemental summer and school year programs. Payback by teaching in NC Public School for four years, or three years in a designated low-performing system. Administered by NC Public School Forum. Funding from NC General Assembly.

Principal Fellows

\$30,000 for the first year and 60% of the salary of a beginning assistant principal plus \$4,100 for tuition, fees, and books for the second year to enroll in and complete full-time, two-year Master of School Administration degree programs at participating institutions (ASU, ECU, FSU, NCSU, UNC-CH, UNC-C, UNC-G, UNC-W, WCU). Repayment by serving for four years within six years following completion of the program as service as a full-time administrator at an approved site in NC. Funding from the NC General Assembly.

ABC Bonuses

Averaging \$100 million per year for the last decade, the State provides bonuses to teachers based on student performance. Teachers receive \$750 if their school meets expected growth targets; \$1500 if their school exceeds expected growth targets.

DSSF and Low Wealth Funding

Special disadvantaged student supplemental funding and low wealth funding provided by the State to LEAs can be used for teacher recruitment and retention incentives.

In-state Tuition

Individuals from other states employed as teachers in North Carolina qualify for in-state tuition rates at the public universities upon establishing residency (this waives the one-year residency requirement).

The General Assembly has also authorized a pilot program at three institutions (ECSU, UNC-P, and WCU) that provides in-state tuition for undergraduate students from other states enrolled in teacher education programs at these institutions. Individuals are obligated to teach in North Carolina for one year for each year of in-state tuition received.

Non-Teaching Work Experience Credit

Individuals can be granted experience credit (for salary purposes) for full-time non-teaching work experience relevant to their teaching license. Beginning July 1, 2001, credit has also been granted for part-time work experience.

Support for National Board Certification

Teachers who receive National Board Certification receive a 12% salary differential. The State pays the National Board Certification application fee for state-paid teachers. Individuals who do not complete the process or do not teach in a NC public school for one year after completing the process are required to pay back the application fee. NC continues to lead the nation in the number and percentage of National Board Certified teachers.

Employment of Retired Teachers Without Loss of Benefits

Teachers who have been retired for six months can be re-employed by LEAs as teachers without loss of retirement benefits. Retired teachers can also have an additional five years added on to their last license renewal cycle.

Job Sharing

The General Assembly has authorized, and the State Board of Education has adopted a policy, providing teachers the opportunity to share teaching positions. Two teachers, each working half-time, can share a teaching position designated by the local board of education. The teachers receive prorated benefits and retirement service credit.

PROGRAMS/SERVICES

Troops to Teachers (T3)

Troops to Teachers is a federally funded program designed to assist former (exiting) military personnel interested in a teaching career. The program provides individuals assistance in locating teaching positions and affiliating with college/university teacher education programs to complete licensure requirements. LEAs are invited to post vacancies on the Troops web-site.

Prezell R. Robinson Scholars

Incentive for students to choose teaching as a career. Low-wealth school systems and school systems with documented difficulty in recruiting qualified teachers are eligible to participate. Support for students to successfully gain admission to an IHE, and to successfully complete license requirements. Support

from the local district and a guaranteed PTSL scholarship provided students meet prescribed SAT and gpa requirements. Fifty recipients selected each year (from 9, 10, 11th grade students).

Teacher Cadet Program

The General Assembly has appropriated funds to support teacher cadet programs in high schools throughout the state. This program is administered by the North Carolina Association of Educators.

NC TEACH

NC TEACH is a statewide lateral entry teacher licensure program developed jointly by the State Board of Education and the Board of Governors of the University of North Carolina. It is designed to recruit, train, support, and retain highly skilled mid-career professionals who seek to enter the teaching profession. The program includes an intensive summer experience prior to entering the classroom, seminars focused on professional development throughout the academic year, and on-line support. It is offered at seven sites throughout the state. Federal funds were used to support the development and implementation of the program. The federal funding for this program has now ended and it is supported with state funds.

TEACH4NC.org

The North Carolina Business Committee for Education (NCBCE) and the Department of Public Instruction developed a website that provides a “one-stop shop” for information about becoming a teacher in North Carolina. The website provides a wealth of information for prospective teachers and links to other websites. Visitors to the website can submit questions or inquiries which are answered by staff within the Department of Public Instruction.

First Lady, Mrs. Mary Easley has been featured in television advertisements encouraging individuals to consider careers in teaching and to visit the website.

On-line Applications, Posting of Job Vacancies

The HRMS (Human Resource Management System) has been significantly upgraded and the Department has contracted with two individuals to assist LEAs in using the system. LEAs can post job vacancies through the system. Individuals interested in employment as teachers in North Carolina can complete an application on-line. The applications are downloaded to LEAs weekly.

Teachers-teacher.com

Teachers-teachers.com is a nationwide website linking prospective teachers with school systems looking for teachers. The website is free to prospective teachers. To utilize the website, school systems pay a membership fee. The DPI Division of Exceptional Children has paid the membership for all school systems in North Carolina for an 18 month period.

Regional Alternative Licensure Centers

The State Board of Education has authorized the establishment of three Regional Alternative Licensure Centers. One center is in Charlotte, one is in Fayetteville, and one is in Rocky Mount. The Centers review transcripts and issue programs of study leading to teacher licensure. When an individual completes the program of study, he/she is eligible for a recommendation for licensure through the Center.

LICENSURE POLICIES

SB 1124--Alternative Entry

SB 1124, enacted in November, 1998, amended Article 20 of Chapter 115C of the General Statutes to provide an alternative method for local boards to hire lateral entry teachers and to employ teachers who are legally certified in other states, even though they may not be certified in North Carolina, if the local

board determines there is or anticipates there will be a shortage of qualified teachers with North Carolina certificates available to teach specified subjects or grade levels. The bill requires local boards hiring teachers under this option to have developed a plan to determine the individual's competence as a teacher, specifying that the plan shall include a review of the performance of students taught by the individual. The bill also requires that local boards report semi-annually to the State Board the number of individuals employed as teachers under each category of this option. The act was to expire September 1, 2002, but has been extended through 2006.

Individuals with valid out-of-state licenses and one year teaching experience, teaching experience at the college level, or three years relevant work experience are eligible for alternative entry. Individuals in the first category (out-of-state license) can be exempted from Praxis testing requirements under this route. Individuals in the second and third categories (college teaching experience or three years relevant experience) who satisfy Praxis testing requirements during their first year of teaching are not required to affiliate with a college/university to complete course work to be granted a clear license.

Revision of licensure policies to facilitate the licensing of fully licensed and highly qualified teachers from other states.

In December 2005 the State Board of Education approved a policy that provides individuals who are fully licensed and highly qualified in other states to be issued a full NC license and to be designated highly qualified without meeting other requirements for the initial license.

Accelerated Track for Lateral Entry Teachers

At its May 2005 meeting, the State Board of Education approved a proposal to create an accelerated track for lateral entry teachers who have 5 years of experience considered relevant by the employing LEA. The five years of experience can substitute for the 2.5 grade point average. In addition, individuals with the five years of experience who pass the required Praxis II tests in the first year can be issued clear licenses upon completion of designated instructional modules (rather than entire programs of study).

Assistant Principal Provisional License

Legislation was enacted to reinstate a provisional license for individuals employed as assistant principals by an LEA has determined there is a shortage of persons who hold or are qualified to hold a principal's license. Individuals issued a provisional license must enroll in an approved school administration program.

Validation of Expired Licenses

The State Board of Education has implemented a policy to encourage individuals with expired licenses to return to teaching. Rather than requiring that all license renewal hours be completed before issuing a license, individuals whose licenses have expired are granted validated licenses upon employment by an LEA. The validated license allows an individual up to three years to earn required renewal hours.

High Objective Uniform State Standard of Evaluation (HOUSSE)

In compliance with No Child Left Behind, North Carolina has developed a High, Objective, Uniform, State Standard of Evaluation that allows veteran teachers who hold clear North Carolina teaching licenses to be designated highly qualified without additional testing. Individuals who hold a clear license, but have been teaching-out-of field for at least three years can also use the HOUSSE to obtain a full license in the teaching area.

SYSTEM-INITIATIVES

Local school systems utilize a number of incentives to recruit teachers. These included signing bonuses, local job fairs, issuing contracts Aon-the-spot," attending out-of-state recruitment fairs, and working with local businesses to provide incentive packages.

PROFESSIONAL DEVELOPMENT AND SUPPORT

Three-Year Induction Program, Paid Mentors, Orientation, Optimum Working Conditions

To facilitate entry into the teaching profession, the State has implemented a number of initiatives. Beginning teachers are issued an initial license 3-year license and participate in an induction program designed to provide them support and assistance. State-funded beginning teachers are provided paid mentors for two years and can be paid for three additional days of employment to participate in orientation activities designed by the LEAs. School systems can apply for the flexible use of their mentor funds to support the employment of full-time mentors. Legislation has been enacted that specifies teachers with less than 3 years of teaching experience not be assigned any extra-curricular activities unless they are requested in writing. The Board has articulated optimum working conditions for beginning teachers which include minimal non-instructional duties and no extra-curricular duties unless requested in writing.

Salary Increases

Under the Excellent Schools Act, the State has raised the salary paid to teachers. The revised salary schedules include a 12% pay differential for teachers with National Board Certification and a 10% pay differential for teachers with master's level licenses. For the 2006-07 school year, teachers will receive an average pay increase of 8%.

Enhancement/Recognition Programs

The State participates in several programs designed to recognize and honor inservice educators. The **Teacher of the Year** Program recognizes outstanding teachers. The State Teacher of the Year receives a \$7500 award and serves as an ambassador for teaching for one year. Seven regional Teachers of the Year receive \$5000 each. Through the generosity of the NC Automobile Dealers Association the State Teacher of the Year also receives a new car. The State Teacher of the Year and the seven regional winners are also provided a trip to a national professional development conference. Additionally, the North Carolina Center for International Understanding provides the State Teacher of the Year the opportunity to participate in an international study trip.

The **Principal of the Year** Program, conducted in conjunction with Wachovia Bank, honors outstanding principals. Cash awards are made to the State Principal of the Year and seven regional Principals of the Year by Wachovia Bank.

North Carolina participates in the **Milken Educator** Program. Two-four educators per year are selected to receive \$25,000 from the Milken Foundation. These educators are recognized at the local level and honored at a luncheon.

NCCAT/Teacher Academy

The NC Center for the Advancement of Teaching and the Teacher Academy provide professional development opportunities for teachers. NCCAT offers residential programs throughout the school year. The Teacher Academy offers summer residential experiences and follow-up seminars.

Appendix C

Teacher Working Conditions Survey
Sample Results

Governor's Teacher Working Conditions Initiative



[Home](#)

[Preview the Survey \(.pdf\)](#)

[FAQ](#)

[Technical FAQ](#)

[Select Report](#)

Report

All
Time
Facilities and Resources
Empowerment
Leadership
Professional Development
Core Questions
Mentoring
Download/Print to PDF

State: North Carolina (66 % responded)

District: Alamance-Burlington (44 % responded)

School: Alexander Wilson EL (49 % responded)

Section: All

Summary of Domain Findings

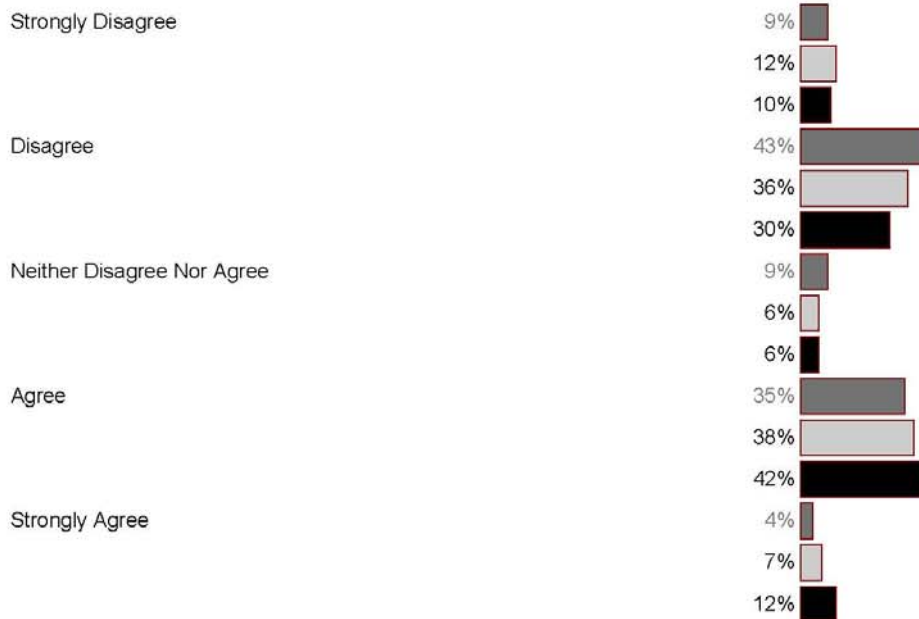
Domain Area		Average**	
Time	school:	2.64	<div></div>
	district:	2.95	<div></div>
	state:	3.12	<div></div>
Facilities and Resources	school:	3.64	<div></div>
	district:	3.36	<div></div>
	state:	3.65	<div></div>
Empowerment	school:	3.24	<div></div>
	district:	3.32	<div></div>
	state:	3.44	<div></div>
Leadership	school:	3.09	<div></div>
	district:	3.46	<div></div>
	state:	3.60	<div></div>
Professional Development	school:	3.57	<div></div>
	district:	3.28	<div></div>
	state:	3.41	<div></div>

** Each domain is the composite of questions from the survey that were shown through statistical analyses to describe each area. All are on a 1 to 5 scale with 1 representing the lowest and 5 representing the highest possible average

Section 2 : Time

Please indicate your level of agreement with the following statements.

a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.



b. Teachers have time available to collaborate with their colleagues.



Key: Alexander Wilson EL Alamance-Burlington North Carolina

c. Teachers are protected from duties that interfere with their essential role of educating students.



d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.



Key: Alexander Wilson EL Alamance-Burlington North Carolina

Appendix D
Monitoring Protocol

TITLE II AND INITIAL LICENSURE PROGRAM MONITORING PROCESS

Background

No Child Left Behind requires states to provide technical assistance to local districts and to monitor their compliance with the requirements that teachers of core academic subjects be highly qualified, instructional paraprofessionals be qualified, and that professional development be of high quality.

At its April 2005 meeting, the State Board of Education approved a proposal to replace the annual statewide submission of initial licensure program requirements with an on-site monitoring process aligned with the audits required by NCLB.

Review Process

On at least a triennial basis, a team of 3-4 trained reviewers will conduct an on-site technical assistance and monitoring visit. The team members will review materials provided on-site by the LEA and talk individually and in small groups with teachers, paraprofessionals, and administrators. The team will prepare a written report of findings which may include citations of corrective action which must be addressed. The results of the reviews will be reported to the State Board of Education.

Individuals to be interviewed by the team

- Title II coordinator
- Personnel administrator
- Licensure specialists (as applicable)
- ILT coordinator
- Curriculum and instruction specialists
- Staff development coordinator
- Finance officer
- School administrators
- Beginning teachers
- Mentor teachers
- Paraprofessionals in Title I schools
- Teachers who have worked with the HOUSSE (evaluators or those who have been evaluated)
- Teachers who have participated in professional development activities
- Individuals involved in the needs assessment process
- Private school representatives receiving or participating in activities (as applicable)

Role of the Department of Public Instruction

DPI will train individuals interested in serving on review teams, identify team members, coordinate arrangements for team members, facilitate the work of the team, and edit the final report of the team. DPI will cover hotel, travel, and meal expenses for team members. DPI will provide the team with copies of the following information:

- LEA Title II Application (for the current and preceding year)
- LEA Annual Title II Performance Report or the SEA System end-of-year report (the two most recent reports)

- Teacher HQ percentages at the school level (the two most recent reports)
- Teacher license types at the school level (from the School Report Card for the two most recent years)
- Paraprofessional qualifications at the school level (the two most recent reports)
- Numbers of teachers completing high quality professional development at the LEA level (the two most recent reports)
- Initial Licensure Program reports (the two most recent reports)

Materials Expected On-Site

The following materials will be expected to be available on-site for review by the team:

- Documentation of the **Needs Assessment** that was conducted in preparation of the Title II Application (for the two most recent years) and sample artifacts such as sample survey, survey summary of data, school improvement plans, meeting notes, agendas,
- A copy of the **Initial Licensure Program Plan** and documentation that it has been approved by the local board of education,
- Beginning teacher (**ILT**) **cumulative folders** (a random sample will be selected for review from the two most recent years),
- Verification of **Initial Licensure Program activities** (Artifacts might include copies of agendas, handbooks, sign in sheets, materials distributed, etc.),
- **HOUSSE documentation** (a random sample will be selected for review from the two most recent years),
- Evaluations of **Professional Development** activities and documentation of their impact on classroom instruction and student achievement (Artifacts might include test data of students, AYP, number of teacher who became HQ, system's goals, AMAO (Annual Measurable Achievement Objectives) for ESL data, teacher survey data, Teacher Working Conditions Survey (TWC).

LEA Report

In preparation for the audit, each LEA is expected to prepare a report that addresses the following questions. Note: *Answers should be a brief narrative, not to exceed one page per question.* The report should be submitted to the Department of Public Instruction at least one month prior to the visit.

1. Describe the process used to identify LEA priorities for Title II funds. How is the use of Title II funds coordinated with the use of funds available through Title I and other federal programs?
2. Describe how private school officials were consulted and provided the opportunity for input into Title II Program activities. Describe how private school educators participate in LEA Title II program activities. **If** there were any issues/problems with private school representatives relative to Title II program activities, describe how they were resolved.
3. Describe how the LEA is ensuring that all its teachers of core academic subjects are highly qualified.
4. Describe how the LEA is ensuring that paraprofessionals meet the federal requirement to be qualified.
5. Describe the support provided beginning teachers.

6. Describe the support provided mentor teachers.
7. Describe the criteria the LEA uses for assigning mentor teachers.
8. Describe how the LEA ensures that HOUSSSE evaluations are objectively and accurately completed.
9. Describe how the LEA identifies professional development activities that meet the federal NCLB definition of high-quality. Describe how the activities are aligned with student standards and assessments. Describe how the LEA determines the impact of the activities on classroom instruction and student achievement.
10. Describe any special circumstances or situations of which the team should be apprised.
11. For the current and preceding fiscal years, please identify the allocations that have been expended for each of the following activities.

	FY	FY
Total District Allocation by percentages		
A. Program administration		
B. Professional Development activities for teachers		
C. Professional Development activities for school administrators		
D. Professional Development activities for paraprofessionals		
E. Hiring teachers to reduce class size (salaries and benefits)		
F. Developing and implementing initiatives to recruit highly qualified teachers (e.g., scholarships, signing bonuses, differential pay)		
G. Developing and implementing initiatives to retain highly qualified teachers and school administrators, particularly in high needs schools (e.g., mentoring programs, induction programs, financial incentives)		
H. Teacher advancement programs that promote professional growth (e.g., NBPTS, Masters, additional certifications)		
I. Other (Please specify.):		

12. How does the LEA ensure that Title II funds are targeted to schools with the lowest proportion of highly qualified teachers, largest average class size, and/or those that are identified for school improvement (under Title I, Section 1116(b)).

Sample Audit Schedule
(Schedule may be adjusted to meet local needs)

Day 1

- 12:00 (noon) Team meets for lunch
- 1:00 p.m. Meetings with ILTs and mentors (separate meetings)
- 2:00 p.m. Meetings with teachers about professional development activities
- 3:30 p.m. Team reviews protocol, reviews and discusses LEA reports, begins review of materials provided on-site
- 5:30 p.m. Team returns to hotel
- 7:30 p.m. Team meeting

Day 2

- 8:30 a.m. Meetings with Title II coordinator, personnel administrator, licensure specialists, ILT coordinator, staff development coordinator, finance officer
- 11:30 a.m. Meeting with individuals involved in the needs assessment process (teachers, parents, administration)
- 12:30 p.m. Lunch
- 1:30 p.m. Continued fact finding (interviews, review of records)
- 2:30 p.m. Meetings with teachers who have been through HOUSSE and HOUSSE evaluators (separate meetings)
- 4:30 p.m. Meeting with school administrators
- 5:30 p.m. Team returns to hotel
- 7:30 p.m. Team consensus/team report

Day 3

- 8:30 a.m. Exit Conference (The following should attend: Title II, Part A coordinator, ILT coordinator, personnel administrator/HR or personnel representative, staff development coordinator, and finance officer.)
- Discussion of Next Steps

Sample Team Report Format

LEA: _____

Date of Visit: _____

Number of Schools: _____

Number of Teachers: _____

Number of Teachers required to be HQ: _____

Percent of Teachers who are HQ: _____

Number of Title I Schools: _____

Number of Paraprofessionals required to be Qualified (Title I schools only): _____

Number of Paraprofessionals who are Qualified (Title I schools only): _____

Number of Teachers Completing High Quality Professional Development (annually): _____

I. Certification of Requirements/Overall Assessment of Requirements

Needs Assessment: The program requires each LEA to conduct an assessment of local needs for professional development and hiring. The needs assessment is to be conducted with the involvement of teachers, including Title I teachers, and is to take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards (section 2122(c)).

- ☐ 1. The LEA conducts an annual Needs Assessment.
- ☐ 2. The assessment involves Title I teachers and other teachers.
- ☐ 3. The Title II Application accurately reflects the Needs Assessment.

Overall Assessment of *Needs Assessment*:

Services to Private Schools: Under the program, private school teachers, principals, and other educational personnel are eligible to participate to the extent that the LEA uses funds to provide for professional development for teachers and other school personnel (Title IX, Section 9501).

- ☐ 1. Representatives of private schools were informed of the availability of services.
- ☐ 2. The needs of private and public school teachers were identified as part of a district-wide needs assessment.
- ☐ 3. Private school officials were consulted and provided an opportunity for input into the planning of the LEA's program activities.
- ☐ 4. The LEA designed projects that would permit equitable participation.
- ☐ 5. The LEA maintains records of its efforts to resolve any complaints made by private school representatives.

Overall Assessment of *Services to Private Schools*:

Initial Licensure Program: As specified in SBE Policy QP-A-004, each LEA must develop a plan and provide a comprehensive program for initially licensed teachers. The plan must be approved by the local board of education.

In compliance with §115C-333, each initially licensed teacher must be observed at least three times annually by a qualified school administrator or a designee and at least once annually by a teacher. Each observation must be for at least one continuous period of instructional time that is at least 45 minutes in length, and followed by a post-conference. Each must be in the teacher's initial licensure area. At least one observation each year must include a pre-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. Each initially licensed teacher must be evaluated at least once annually by a qualified school administrator.

Each beginning teacher is required to develop an Individual Growth Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills.

Each beginning teacher is to be provided an orientation. Beginning teachers are not to be assigned extracurricular duties unless they are requested in writing.

- ☐ 1. The LEA has an Initial Licensure Plan that has been approved by the local board of education.
- ☐ 2. Each beginning teacher is provided a mentor. Of _____ records reviewed, _____ beginning teachers were provided a mentor.
- ☐ 3. Each beginning teacher is observed at least three times annually by a qualified school administrator or designee. Of _____ records reviewed, _____ teachers were observed at least 3 times annually by a qualified school administrator or designee.
- ☐ 4. Each beginning teacher is observed at least once annually by a teacher. Of _____ records reviewed, _____ teachers were observed at least once annually by a teacher.
- ☐ 5. Each beginning teacher is evaluated at least once annually by a qualified school administrator. Of _____ records reviewed, _____ beginning teachers were evaluated at least once annually by a qualified administrator.
- ☐ 6. The instrument used to evaluate the beginning teachers has been validated for that purpose.
- ☐ 7. Each beginning teacher has an Individual Growth Plan that includes goals, strategies, and an assessment of the beginning teacher's progress in improving professional skills. Of _____ records reviewed, _____ beginning teachers had complete Individual Growth Plans.
- ☐ 8. Each beginning teacher is provided an orientation. Of _____ beginning teachers employed this school year, _____ were provided an orientation.
- ☐ 9. Beginning teachers are not assigned extra curricular duties unless they request them in writing. Of _____ records reviewed of ILTs who have extra curricular duties, _____ requested the duties in writing.

Overall Assessment of *Initial Licensure Program*:

HOUSSE Evaluations: The North Carolina High Objective Uniform State Standard for Evaluation (HOUSSE) can be used to establish a teacher, not new to the profession, is “highly qualified” as required in PL 107-110 (No Child Left Behind). To be able to utilize the HOUSSE as a means of establishing a teacher is “highly qualified,” the individual must have taught with a reciprocal state license, full-time for not less than six successive calendar months in one LEA, charter school, or non-public institution.

To be deemed “highly qualified” in a content area using the HOUSSE, all content standards must be “met,” and the teacher must receive a satisfactory rating on the LEA validated performance evaluation. To meet a content standard, the teacher must be judged to have met 80% of the content indicators (with an indication of evidence[s] used for making judgments). Multiple indicators must be used.

ONLY trained evaluators are eligible to complete the NC HOUSSE. Evaluators must be “highly qualified” in the license area assessed.

- ☐ 1. The HOUSSE has been used only for those eligible to use it.
- ☐ 2. Individuals deemed “highly qualified” through the HOUSSE have met all content standards by having met at least 80% of the content indicators.
- ☐ 3. Multiple indicators are used in each HOUSSE evaluation.
- ☐ 4. Only trained evaluators complete HOUSSE evaluations.
- ☐ 5. HOUSSE evaluators are “highly qualified” in the areas assessed.

Overall Assessment of *HOUSSE Evaluations*:

Professional Development: PL 107-110 (No Child Left Behind) requires that professional development activities be of high quality. It is the expectation that professional development activities be grounded in scientifically based research and focused on improving student academic achievement. Professional development activities are not to be 1-day or short-term meetings and conferences, but rather sustained, intensive, and classroom-focused. It is expected that the activities be regularly evaluated for their impact

on teacher effectiveness and student achievement. It is expected that the activities be aligned with and directly related to the State's academic content standards, achievement standards, and assessments.

- ☐ 1. There is evidence that professional development activities are grounded in scientifically based research.
- ☐ 2. There is evidence that professional development activities are focused on improving student academic achievement.
- ☐ 3. There is evidence that professional development activities are evaluated for their impact on teacher effectiveness and student achievement.
- ☐ 4. There is evidence that professional development activities are aligned with and directly related to the State's academic content standards, achievement standards, and assessments.

Overall Assessment of *Professional Development*:

II. Commendations: (if any)

III. Recommendations for Improvement: (if any)

IV. Corrective Actions Required: (if any)

The rationale for any Corrective Actions cited must be provided.

Appendix E
Title II Application Form

APPLICATION FOR 2006-2007 Title II, Part A
Improving Teacher Quality

FORMAL APPLICATION

BASIC INSTRUCTIONS

A. COVER PAGE

Local Education Agency. Type the name of the local education agency submitting the Improving Teacher Quality Application.

Code. Type the three-digit code for the local education agency submitting the Improving Teacher Quality Application.

Mailing Address, City, and Zip Code. Type the complete mailing address of the Improving Teacher Quality Coordinator.

Contact Person. Type the name of the person responsible for administering the Improving Teacher Quality program for the local education agency. This should be the person to whom questions regarding the Improving Teacher Quality Application can be directed.

Telephone. Type the complete telephone number of the Improving Teacher Quality Coordinator.

E-mail. Type the complete E-mail address of the Improving Teacher Quality Coordinator.

Signature of the Superintendent. The original signature of the superintendent signifies the local education agency's compliance with the **assurance** statements preceding the signature.

Date. Type or write the date the superintendent signs the cover page.

B. LOCAL APPLICATION DEVELOPMENT

- Systemic Consultation
- Non-Public School Participation

The LEA has the responsibility to provide equitable services to private school teachers. Representatives from non-public schools should be offered the opportunity to participate in the planning and development of the local Improving Teacher Quality Program.

C. NEEDS ASSESSMENT

- Description of processes for conducting needs assessment
- Results of local needs assessment, focus, strategies and evaluation

D. DESCRIPTION OF PLANS for HIGHLY QUALIFIED TEACHERS AND EQUITY OF TEACHER ASSIGNMENTS

E. REQUIREMENT FOR 2006-2007 TITLE II, PART A FUNDING

F. DEBARMENT CERTIFICATION TITLE II, PART A

G. 2006-2007 IMPROVING TEACHER QUALITY TITLE II, PART A (PRC 103) BUDGET

FOR STATE USE ONLY

Date Approved: _____

Beginning Date: _____

Project Number: SY06/07-103-

Approved By: _____

**North Carolina Department of Public Instruction
No Child Left Behind Act of 2001 (P.L. 107-110)
Application for Funding under ESEA Title II, Part A
School Year 2006-07**

A. Cover Page

LEA/SOP/Charter School _____ Code _____

Mailing address _____

Title II, Part A Coordinator _____

Telephone Number _____ E-mail _____

Assurances - The Local Education Agency, State Operated Program (SOP), or Charter School assures that:

- Title II, Part A funds will be used to supplement and not supplant funds from non-federal sources.
- Non-public schools in the LEA have been contacted yearly and have been given an equitable opportunity to participate in the planning and development of the programs funded under Title II, Part A for the benefit of children attending non-public schools. **(LEAs only, N/A for charter schools and SOPs).**
- The LEA, SOP, or charter school will keep records and provide information to the SEA as may be required for fiscal audit and program evaluation consistent with the responsibilities of the SEA under Title II, Part A.
- Local parents, teachers, administrators, supporting personnel, and other groups as may be deemed appropriate by the LEA, SOP, or charter school have participated systematically in the design, planning, and implementation of the Title II, Part A program.
- Funds are targeted to schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Sections 1116(b), 2122(b)(3); and there is equity in the assignment of highly qualified teachers in very high poverty and low poverty schools.
- The applicant will comply with Title VI & VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1971 (sex); the Americans with Disabilities Act of 1990 and the Age Discrimination Act of 1975.
- All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
- Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance, and with policies and procedures issued by the North Carolina Department of Public Instruction.
- The LEA, SOP, or charter school is responsible for repayment of Title II, Part A funds in the event of an audit exception.

I hereby certify that all facts, figures, and representations made in this application are true and correct to the best of my knowledge.

Printed Name of Superintendent/Chief Officer _____

Signature of Superintendent/Chief Officer _____ Date _____

Submit two copies (one with original signature) by **Friday, June 30, 2006** to:

Donna Taylor Title II, Part A Consultant
North Carolina Department of Public Instruction
Division of Human Resource Management
6330 Mail Service Center
Raleigh, North Carolina 27699-6330

B. Local Application Development

1. Systematic Consultation

Please check the appropriate blocks below to show how your LEA, state-operated program, or charter school consulted with parents (required), teachers, administrative personnel, and other groups such as media coordinators, school counselors, and student services personnel in the design, planning, and implementation of the ESEA Title II, Part A program. Also check the appropriate blocks below to show the methods used in consulting with the previously mentioned individuals and groups. Keep on file for program review purposes a list of the names and positions of all personnel who participated in the planning of this application and a copy of the actions taken by this committee. Please remember that this process must occur each application year.

Check all that apply:

Individuals/Groups Consulted

☐ Parents
☐ Teachers
☐ Administrative Personnel
☐ Other Pupil Services Personnel
☐ Other (Please specify) _____

Consultation Methods

☐ PTA/PTO Meetings
☐ Local School Board Meetings
☐ Public Notice in Newspaper
☐ Principal Meetings
☐ Other (Please specify) _____

2. Non-Public School Participation (Local Education Agencies only; N/A for State-Operated Programs and Charter Schools) <http://www.ncdnpe.org/hhh118g.htm>

- a. Are there non-public schools in your school system's attendance area? ____ Yes ____ No
If yes, please complete the rest of this page. If no, please go to the needs assessment on page 6.

Please check the appropriate blocks below to indicate how non-public schools in your school system's attendance area are made aware of ESEA Title II and how participating non-public school students are assured of equitable treatment. All non-public schools must be contacted each year and documentation of this contact must be kept on file for program review purposes.

☐ Regular Mail
☐ Telephone Calls
☐ Visits to the Private School
☐ Certified Mail
☐ Meetings
☐ Other (Please specify) _____

- b. List all the non-public schools that are in your LEA, their average daily membership (grades K-12 only), and the amount of their allocation. Do not include pre-K students in your computations. If a non-public school does not participate, please type N/A in column three; if there are more than ten non-public schools, please list these schools on a separate sheet.

Non-Public Schools	K-12 Membership	Tentative Allocation

c. **Non-Public School Participation in ESEA Title II, Part A**

LEAs may have non-public schools complete pages 4-5 or other documentation in order to participate.

Name of the Non-Public School:	
Address of the Non-Public School:	
Principal/Headmaster of the Non-Public School:	
Telephone Number:	
Average Daily Membership (K-12; no pre-K):	
Total ESEA Title II Allocation (K-12 only)*:	\$

Assurances -The Non-Public School assures that:

1. The school is a non-profit organization.
2. All materials and supplies are used strictly for instructional purposes and are used to implement programs, projects, and activities for specific staff development.
3. Records are on file to verify that the school is in compliance with Titles VI and VII of the Civil Rights Act of 1964 (race, color, national origin); Section 504 of the Rehabilitation Act of 1973 (handicapped); Title IX of the Education Amendments of 1972 (sex); the American with Disabilities Act of 1990, and the Age Discrimination Act of 1975.
4. Programs, projects, and activities will be operated in compliance with Title II, Part A legislation and Non-Regulatory Guidance according to the plan submitted to the local education agency. Services provided by Title II, Part A will be secular, neutral, and non-ideological.

I hereby certify that all facts, figures, and representations made are true and correct to the best of my knowledge.

Signature of Appropriate Non-Public School Official

Date

Submit two copies to the LEA as directed by the LEA Title II, Part A coordinator.

- * **Non-public schools may serve pre-kindergarten children, but these children will not generate any funds for allotment purposes.**

d. Needs Assessment- Non-Public Schools

Federal law specifies that Title II, Part A funds for non-public schools can only be used for professional development for teachers and others.

1. **Describe** the process for conducting the needs assessment. Explain how the school's teachers, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.

2. Provide the **results** of local needs assessment. **Identify** the needs of teachers and principals for professional development. **Identify** the needs of teachers for enhancing their subject matter and teaching skills. **Identify** needs of principals for improving instructional leadership skills. **Identify** the needs of teachers to help them become highly qualified.

3. What **strategies** will be used to meet the needs identified as a result of the needs assessment?

4. What instruments and methods will be used to evaluate/determine the effectiveness of the use of Title II, Part A funds? **Under No Child Left Behind, each LEA will be required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected. The LEA is responsible for reporting results in non-public schools within their attendance area.**

C. Needs Assessment – Public, State-Operated Schools, Charter Schools

1. **Describe** the process for conducting the needs assessment. Explain how the LEA teachers, paraprofessionals, principals, other relevant school personnel, and parents collaborated in preparing the local plan and in the activities to be undertaken.

2. Use the chart on the next page to:
 - A. **Specify** the identified needs in the LEA with regards to: recruitment and retention of highly qualified teachers; professional development for teachers, principals, and paraprofessionals; helping teachers become highly qualified; teachers who need to enhance their subject matter and teaching skills; and principals who need to improve their instructional leadership skills.

 - B. **Specify** strategies that will be implemented to address the identified needs. Under No Child Left Behind, each LEA is required to report annually on the success in meeting each of the strategies/objectives outlined. This fact should be considered as objectives are written and activities selected.

 - C. **Specify** the evaluation process to be used to determine the effectiveness of the strategies.

Identify the needs determined through the assessment that will be the focus of the Title II, Part A funds. Identify the strategies that will be implemented to address the needs and the methods of evaluation that will be used to assess the effectiveness of the strategies. (Add additional rows as needed.)

NEEDS TO BE FOCUSED ON	STRATEGIES	EVALUATION

D. Description of plans for highly qualified teachers and equity of teacher assignments.

1. How does the LEA assure that principals in all Title I schools send the required notification to parents when children are taught by teachers who are not HQ? What evidence does the LEA have?
2. How does the LEA ensure that parents of students in Title I districts are notified that they may request information regarding the professional qualifications of their children's teachers?
3. Describe how the LEA ensures that poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children. Attach a copy of the LEA "Equity Plan" to this application.
4. Describe any differences in HQT status at the elementary or secondary levels.
5. Describe the specific strategies the LEA has for addressing inequities in HQT teacher assignments.
6. Does the data on teachers who are not HQT suggest special cases that may make it difficult for the LEA to meet the HQT goal? If yes, describe the specific cases.
7. Do schools that are in need of improvement or in corrective action status have higher percentages of teachers who are not highly qualified than do other schools? If yes, what is the LEA plan to address the inequities?
8. Has the LEA completed its HOSSE review of non-highly qualified teachers? If not, what plan is in place to complete the HOSSE process by the end of the 2006-2007 school year?

E. REQUIREMENT FOR 2006-2007 TITLE II, PART A FUNDING

Provide information on the HQT status in schools not meeting AYP and the steps the LEA will take to assure that these schools have strategies in place to assist teachers who are not highly qualified to attain HQT status as quickly as possible. Identify any subgroups of teachers within the schools that are particularly difficult to get highly qualified. (Add additional rows as needed.)

SCHOOLS NOT MEETING AYP	% HQT	SUBGROUPS	STRATEGIES

F. Debarment Certification

Debarment Certification (Title II, Part A)

No Child Left Behind Act of 2001 (P.L. 107-110)

This certification is required by the regulations implementing Executive Order 12549, debarment and suspension, 34 CFR Part 85, section 85.510, and participants' responsibilities. The regulations were published as Part VII of the May 26, 1998 *Federal Register* (pages 160-192). Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

Before Completing Certification, Read Instructions on the Following Page.

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Signature and Title of Authorized Representative

Date

Debarment Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into, if it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participants shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms “covered transaction,” “debarment,” “suspended,” “ineligible,” “lower tier covered transaction,” “participant,” “person,” “primary covered transaction,” “principal,” “proposal,” and “voluntarily excluded,” as used in this clause have the meaning set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to whom this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The proposed lower tier participant agrees by submitting this proposal that should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled “Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions,” without modification on all lower tier covered transactions and in all solicitations for all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under number 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

G. 2006-2007 Improving Teacher Quality Title II, Part A (PRC 103)

An LEA is required to submit a detailed budget of projected expenditures for 2006-2007 Improving Teacher Quality Title II, Part A (PRC 103) activities. LEAs not currently on the Budget Utilization and Development System (BUD) must attach a hard copy (FPD 208 form) of the 2006-2007 budget, **signed** by the finance officer. The form may be found at <http://www.ncpublicschools.org/fbs/csfg/FederalProgramsForms.htm>.

Your attention is directed to the following important points when budgeting PRC 103 funds:

Expenditures or encumbrances may not be made before the beginning date of this project nor in excess of prior fiscal year carryover before the official allotment of federal funds for this project is received from the School Finance Section.

Any carryover funds from the previous grant Title II, Part A (PRC 103) must be expended within the 27-month period from the beginning of the fiscal year the funds were awarded i.e., the school year:

2004-2005 funds must be expended by September 30, 2006
2005-2006 funds must be expended by September 30, 2007

Appendix F
HQT by LEAs

HQT Percentages by LEAs

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
010	ALAMANCE-BURLINGTON	83.02%	83.74%	88.48%	89.77%
020	ALEXANDER COUNTY	90.31%	90.04%	91.29%	91.45%
030	ALLEGHANY COUNTY	82.67%	82.33%	84.44%	82.66%
040	ANSON COUNTY	84.95%	88.92%	82.42%	82.21%
050	ASHE COUNTY	81.05%	82.90%	87.94%	91.02%
060	AVERY COUNTY	72.93%	81.74%	87.78%	85.74%
070	BEAUFORT COUNTY	90.87%	85.04%	84.96%	84.15%
080	BERTIE COUNTY	62.91%	84.75%	76.73%	73.54%
090	BLADEN COUNTY	85.46%	84.83%	86.99%	88.11%
100	BRUNSWICK COUNTY	88.49%	86.93%	87.17%	90.95%
110	BUNCOMBE COUNTY	88.37%	92.59%	93.64%	93.88%
111	ASHEVILLE CITY	90.48%	84.35%	90.56%	87.99%
120	BURKE COUNTY	83.25%	87.56%	91.36%	92.50%
130	CABARRUS COUNTY	92.18%	92.16%	92.76%	89.10%
132	KANNAPOLIS CITY	90.59%	92.44%	90.89%	88.67%
140	CALDWELL COUNTY	86.71%	87.99%	87.48%	86.75%
150	CAMDEN COUNTY	95.63%	96.92%	100%	89.15%
160	CARTERET COUNTY	80.27%	85.14%	88.45%	87.67%
170	CASWELL COUNTY	83.55%	84.13%	76.12%	84.47%
180	CATAWBA COUNTY	89.62%	90.13%	93.60%	93.81%
181	HICKORY CITY	85.81%	84.30%	91.20%	90.30%
182	NEWTON-CONOVER	91.29%	89.27%	87.48%	83.44%
190	CHATHAM COUNTY	89.78%	89.79%	91.51%	88.75%
200	CHEROKEE COUNTY	95.19%	98.40%	96.63%	96.20%
210	EDENTON/CHOWAN	85.25%	93.70%	97.01%	88.75%
220	CLAY COUNTY	85.29%	86.62%	86.44%	92.81%
230	CLEVELAND COUNTY	89.26%	85.69%	88.58%	90.11%
240	COLUMBUS COUNTY	87.78%	84.80%	96.53%	88.53%
241	WHITEVILLE CITY	77.13%	76.68%	95.26%	86.82%
250	CRAVEN COUNTY	85.32%	86.79%	88.94%	89.91%
260	CUMBERLAND COUNTY	77.66%	83.81%	85.93%	85.98%
270	CURRITUCK COUNTY	89.30%	91.47%	87.32%	88.33%
280	DARE COUNTY	88.07%	89.87%	91.62%	86.08%
290	DAVIDSON COUNTY	86.86%	83.44%	87.16%	89.99%
291	LEXINGTON CITY	82.67%	85.26%	85.93%	91.08%
292	THOMASVILLE CITY	85.40%	84.12%	86.82%	86.19%
300	DAVIE COUNTY	86.87%	90.09%	91.84%	84.62%
310	DUPLIN COUNTY	73.57%	77.20%	89.94%	90.98%
320	DURHAM COUNTY	79.30%	80.09%	88.60%	89.48%
330	EDGEcombe COUNTY	81.12%	84.17%	89.42%	88.83%
340	FORSYTH COUNTY	76.93%	79.48%	84.52%	87.43%
350	FRANKLIN COUNTY	71.36%	70.62%	85.49%	93.92%
360	GASTON COUNTY	77.78%	78.75%	84.76%	87.43%
370	GATES COUNTY	85.39%	84.33%	91.02%	87.54%

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
380	GRAHAM COUNTY	82.66%	89.68%	90%	96.21%
390	GRANVILLE COUNTY	79.55%	91.83%	95.56%	96.67%
400	GREENE COUNTY	94.58%	85.92%	93.68%	99.31%
410	GUILFORD COUNTY	74.26%	90.50%	93.17%	85.69%
420	HALIFAX COUNTY	77.43%	75.02%	85.85%	78.87%
421	ROANOKE RAPIDS CITY	89.82%	87.22%	89.93%	92.16%
422	WELDON CITY	68.83%	78.57%	69.62%	79.76%
430	HARNETT COUNTY	82.80%	82.04%	87.91%	83.65%
440	HAYWOOD COUNTY	85.39%	85.49%	89.85%	90.00%
450	HENDERSON COUNTY	87.12%	97.02%	92.61%	91.88%
460	HERTFORD COUNTY	81.56%	77.26%	84.98%	82.88%
470	HOKE COUNTY	79.75%	78.66%	83.36%	86.84%
480	HYDE COUNTY	58.39%	75.42%	72.25%	72.29%
490	IREDELL-STATESVILLE	83.54%	88.67%	93.51%	88.90%
491	MOORESVILLE CITY	95.09%	91.58%	92.56%	93.50%
500	JACKSON COUNTY	83.47%	84.46%	84.26%	84.56%
510	JOHNSTON COUNTY	89.98%	88.73%	93.13%	88.91%
520	JONES COUNTY	76.67%	78.11%	72.41%	81.73%
530	LEE COUNTY	80.77%	86.78%	92.85%	89.06%
540	LENOIR COUNTY	80.16%	89.16%	83.30%	83.39%
550	LINCOLN COUNTY	80.47%	89.25%	90.12%	88.46%
560	MACON COUNTY	79.21%	90.86%	91.98%	89.39%
570	MADISON COUNTY	96.73%	79.48%	84.40%	89.92%
580	MARTIN COUNTY	82.93%	79.96%	84.66%	90.32%
590	MCDOWELL COUNTY	82.90%	91.63%	97.25%	93.64%
600	MECKLENBURG COUNTY	82.69%	86.07%	88.59%	85.72%
610	MITCHELL COUNTY	84.56%	91.74%	90.05%	91.59%
620	MONTGOMERY COUNTY	69.09%	83.49%	82.97%	78.04%
630	MOORE COUNTY	85.33%	86.77%	88.03%	88.56%
640	NASH-ROCKY MOUNT	86.65%	82.00%	86.97%	87.30%
650	NEW HANOVER COUNTY	85.76%	87.79%	93.06%	90.15%
660	NORTHAMPTON COUNTY	77.11%	77.89%	74.79%	74.65%
670	ONslow COUNTY	85.73%	89.02%	91.30%	90.43%
680	ORANGE COUNTY	93.32%	96.11%	96.17%	92.80%
681	CHAPEL HILL-CARRBORO	93.42%	89.32%	92.59%	87.89%
690	PAMLICO COUNTY	91.24%	88.11%	93.88%	93.26%
700	PASQUOTANK COUNTY	80.58%	80.26%	82.01%	87.71%
710	PENDER COUNTY	92.60%	89.66%	91.44%	91.85%
720	PERQUIMANS COUNTY	85.68%	86.69%	96.02%	94.84%
730	PERSON COUNTY	76.97%	80.90%	87.39%	84.81%
740	PITT COUNTY	89.49%	83.92%	86.91%	88.10%
750	POLK COUNTY	85.02%	90.87%	97.51%	88.82%
760	RANDOLPH COUNTY	85.82%	87.18%	85.44%	85.76%
761	ASHEBORO CITY	82.96%	84.14%	89.22%	90.51%
770	RICHMOND COUNTY	86.68%	81.06%	79.55%	82.25%
780	ROBESON COUNTY	78.47%	74.86%	77.89%	84.95%

LEA	LEA Name	% HQ 2003	% HQ 2004	%HQ 2005	%HQ 2006 Preliminary
790	ROCKINGHAM COUNTY	88.07%	89.35%	90.41%	89.25%
800	ROWAN-SALISBURY	94.41%	89.80%	91.97%	89.30%
810	RUTHERFORD COUNTY	75.70%	85.21%	88.12%	88.91%
820	SAMPSON COUNTY	80.83%	89.97%	95.47%	92.22%
821	CLINTON CITY	92.33%	86.07%	89.21%	89.84%
830	SCOTLAND COUNTY	74.37%	73.72%	73.77%	73.92%
840	STANLY COUNTY	82.26%	91.34%	82.50%	86.65%
850	STOKES COUNTY	86.49%	88.28%	87.72%	82.76%
860	SURRY COUNTY	85.53%	83.73%	91.41%	90.65%
861	ELKIN CITY	90.04%	89.62%	96.72%	91.43%
862	MOUNT AIRY CITY	85.67%	84.27%	88.44%	83.54%
870	SWAIN COUNTY	95.22%	85.15%	85.98%	87.18%
880	TRANSYLVANIA COUNTY	86.70%	91.39%	95.33%	94.86%
890	TYRRELL COUNTY	71.40%	88.54%	91.30%	84.22%
900	UNION COUNTY	79.34%	76.14%	85.37%	84.87%
910	VANCE COUNTY	84.38%	79.82%	75.42%	73.20%
920	WAKE COUNTY	85.45%	81.36%	84.45%	88.51%
930	WARREN COUNTY	71.36%	70.16%	85.75%	83.74%
940	WASHINGTON COUNTY	81.47%	87.36%	89.48%	95.08%
950	WATAUGA COUNTY	88.83%	86.24%	94.11%	90.02%
960	WAYNE COUNTY	85.58%	85.48%	88.38%	87.68%
970	WILKES COUNTY	82.88%	79.18%	89.78%	91.37%
980	WILSON COUNTY	84.75%	86.41%	91.06%	91.45%
990	YADKIN COUNTY	89.75%	81.45%	86.28%	87.78%
995	YANCEY COUNTY	96.38%	96.47%	97.29%	89.59%

Appendix G

Sample School Level Data Used in the Analysis

Sample School Level Teacher and AYP Data

Retention			License Type Held					Years of Experience			Student Achievement Data				HQ Data	
LEA	Sch	% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	304	87.5	1	23	9	1	2	38	17	12	9	No	Yes	PK-5	83.9	92.31
010	308	83.8	4	32	3	1		38	5	18	15	No	No	K-5	88.6	96.43
010	310	66.1	2	19	7	6	23	60	30	15	15	No	No	6-8	73.8	75.00
010	320	64.3	2	19	7	1	4	31	9	11	11	No	Yes	PK-5	87.7	78.95
010	324	92.4	6	51	11	2	3	69	18	14	37	No	Yes	9-12	77.1	90.16
010	326	66.7	3	29	14	2	3	55	21	17	17	No	Yes	PK-5	75.9	84.38
010	328	93.0	7	35	7	1		43	9	11	23	No	Yes	K-5	89.9	96.97
010	340	82.6		33	9	1	2	46	13	9	24	No	No	K-5	90.4	97.22
010	346	79.3	1	25	7			33	9	12	12	No	Yes	K-5	83.6	90.48
010	347	91.3	4	39	6	1		46	10	16	20	No	Yes	K-5	89.5	97.14
010	348	78.7	4	38	8	7	7	62	17	21	24	Yes	No	9-12	69.5	84.36
010	350	52.9	1	17	8	10	10	51	25	5	21	No	No	6-8	74.2	86.21
010	351	80.6	3	30	6	1		38	8	9	21	No	No	PK-5	82.1	96.00
010	353	71.1	4	20	11	4	4	46	26	9	11	No	No	6-8	88.9	81.81

Retention				License Type Held				Years of Experience			Student Achievement Data				HQ Data	
LEA	Sch	% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	354	78.7	2	24	12	5	4	49	23	14	12	No	No	PK-5	78.1	94.12
010	357	75.0		29	7	2		40	12	14	14	No	No	K-5	64.0	100.00
010	358	87.0	1	39	4	1	2	48	12	14	22	No	Yes	PK-5	84.8	97.06
010	360	67.8	1	26	11	11	10	61	23	14	24	Yes	No	9-12	50.7	76.19
010	362	79.1	5	32	8			43		11	23	No	Yes	PK-5	91.0	96.97
010	364	80.0		20	8	3		31	7	8	16	No	No	PK-5	79.7	100.00
010	372	68.4	2	14	3	1	1	22	8	5	9	No	Yes	PK-5	87.5	86.67
010	374	80.4	2	38	5	2	1	47	8	25	14	No	Yes	PK-5	82.9	82.76
010	378	63.0		11	4	3	7	26	8	7	11	No	No	K-12	34.4	55.21
010	380	80.0	2	33	9	1	2	48	14	14	20	No	Yes	PK-5	88.4	96.67
010	384	82.8	2	25	6			31	5	12	14	Yes	Yes	PK-5	89.9	85.00
010	388	84.6	5	55	11	4	6	83	24	21	38	No	No	9-12	79.1	89.44
010	390	63.0	2	29	6	3	5	48	17	6	25	No	Yes	6-8	88.7	81.43
010	392	75.0	4	17	3	2		22	4	9	9	No	No	K-5	77.6	100.00
010	394	81.5	2	40	10	13		64	15	14	35	No	No	6-8	85.0	83.70
010	396	87.5	14	59	6	6	6	81	18	22	41	Yes	No	9-12	76.2	91.06

Retention			License Type Held					Years of Experience			Student Achievement Data				HQ Data	
LEA	Sch	% Retained March 04 v March 05	NBPTS	Cont.	Initial	Prov.	Lateral Entry	Total Licenses	0-3	4-10	10+	High Growth	AYP	Grade Span	PC*	% HQT
010	400	75.0	6	44	8	5	3	65	14	14	37	No	Yes	9-12	82.6	90.71
010	403	78.4	3	28	2	8	7	50	15	12	23	No	No	6-8	89.7	75.00
010	406	76.9	4	19	6	12	3	41	11	11	19	Yes	No	6-8	87.5	82.69
020	302	84.8	10	68	11	8	4	93	15	25	53	Yes	Yes	9-12	82.4	90.87
020	304	87.5	1	28	2	1		32	4	14	14	No	No	K-5	88.7	92.31
020	306	81.8	1	30	7	1	4	45	14	14	17	No	Yes	6-8	83.5	80.65
020	308	87.0	5	18	4		1	23	5	9	9	No	Yes	PK-5	90.8	94.44
020	316	96.9	3	27	5		1	34	8	8	18	No	Yes	K-5	87.5	92.86
020	320	78.9		8	7		1	17	10	1	6	No	Yes	K-5	81.7	100.00
020	324	86.7	1	11	5	1	1	18	7	3	8	Yes	Yes	K-5	92.9	100.00
020	328	85.7		9	8	3	1	22	14	4	4	Yes	Yes	K-5	86.0	100.00
020	330	80.0	4	30	6	2	4	43	9	14	20	No	No	6-8	90.6	82.77
020	332	76.9	2	18	7	1		26	8	4	14	No	Yes	K-5	89.3	95.45
030	304	84.2	7	29	4	2	4	39	8	6	25	No	Yes	9-12	82.6	87.50
030	308	66.7	4	13	4	5	1	23	4	8	11	No	Yes	PK-8	90.3	76.67
030	316	85.0	1	15	2	3		20	1	9	10	No	Yes	PK-8	91.7	82.22

